DOCUMENT RESUME

ED 127 407 UD 016 252

TITLE Guide to Bilingual-Bicultural Education Resources (Spanish-English Emphasis) Washington, State Public Schools.

INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE Mar 76

NOTE 155p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.

DESCRIPTORS Bibliographies; *Biculturalism; *Bilingual Education; Curriculum Development; Educational Resources; English (Second Language); Instructional Materials; Language Instruction; Linguistics; *Program Development; Resource Centers; *Resource Guides; *Spanish Speaking; Teaching Methods; Teaching Techniques; Vocational Education

IDENTIFIERS *Washington

ABSTRACT

This guide was developed in order to assist school districts to provide equal education opportunities for students of limited or non-English speaking ability. It is hoped that this guide will be of assistance to educators who are attempting to deal with the special problems of children who speak a language other than English in the home. State and Federal funded programs in Washington State are described. In addition, programs funded in other parts of the country are listed. Information on programs in Washington State was gathered from questionnaires sent to all project sites during September 1972. In cases where responses were not available, information was obtained from grant proposals filled in at the Equal Educational Opportunity (EEO) office during the spring of 1975. Also included are agencies and organizations to be written to or called for assistance and for information. In addition, special sections on linguistics, methodology of special language teaching, and bilingual teaching in content areas are included as well as a glossary of bilingual educational terms and a selected bibliography of bilingual-bicultural materials. (Author/JM)

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ED127407

GUIDE TO BILINGUAL-BICULTURAL EDUCATION RESOURCES

(Spanish-English Emphasis)

Washington State Public Schools

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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UD 016 252

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

SPI Superintendent of Public Instruction
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

March - 1976

Dear Colleague:

There are approximately 22,000 or more children in need of bilingual bicultural education in Washington state. Fortunately, there is a growing public awareness that every young person should be given the opportunity to converse in one or two languages in addition to his native tongue. In addition, many educators now give credence to the proposition that children whose native (home) language is not English learn best when their primary learning experiences are undertaken in the mother tongue. A corollary to this proposition is that success in the educational process for these children demands concurrent intellectual growth with the pupil's progress in the learning of English.

This guide is designed to be of assistance to classroom teachers and school administrators in developing, implementing and conducting programs in bilingual education for Spanish speaking and other bilingual students throughout the state.

Sincerely,

Frank B. Brouillet

Frank B. Brouillet
State Superintendent of
Public Instruction

FOREWORD

This is a guide to information and resources for bilingual-bicultural education. The time and effort spent by Mrs. Polly Englund, Equal Educational Opportunities secretary and the Secretarial Services Center in preparing the text is gratefully acknowledged.

We are very grateful to the Commissioner of Education, State of Texas, and his staff for publishing A Resource Manual for Implementing Bilingual Education Programs. Information from this source document was adapted to serve those Spanish-English bilingual/bicultural needs of the State of Washington. We are also appreciative to the bilingual program directors who took the time to provide us with much of the information in this guide.

During the school year more accurate and effective materials will be developed and published. In addition, improvements in techniques for teaching bilingual education will be forthcoming. We would appreciate receiving comments, both positive and negative, on the usefulness of this guide. The reader's additions and/or annotations would be welcome for future revisions of this publication.

Rebecca Duran Hobbs
Mexican American Program Administrator
Equal Educational Opportunities

Warren H. Burton
Director
Equal Educational Opportunities

SPI GUIDE TO BILINGUAL-BICULTURAL EDUCATION RESOURCES (SPANISH-ENGLISH EMPHASIS)

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INTRODUCTION

This guide was developed in order to assist school districts to provide equal education opportunities for students of limited or non English speaking ability. The Office of Civil Rights in Washington D.C. and in Federal Region X, (which includes the State of Washington) has been reviewing school districts since 1973 to determine whether equal educational services are being offered to students of minority group status. A major concern of the reviews, under authority from Title VI of the Civil Rights Act of 1964, is the quality of education provided bilingual children.

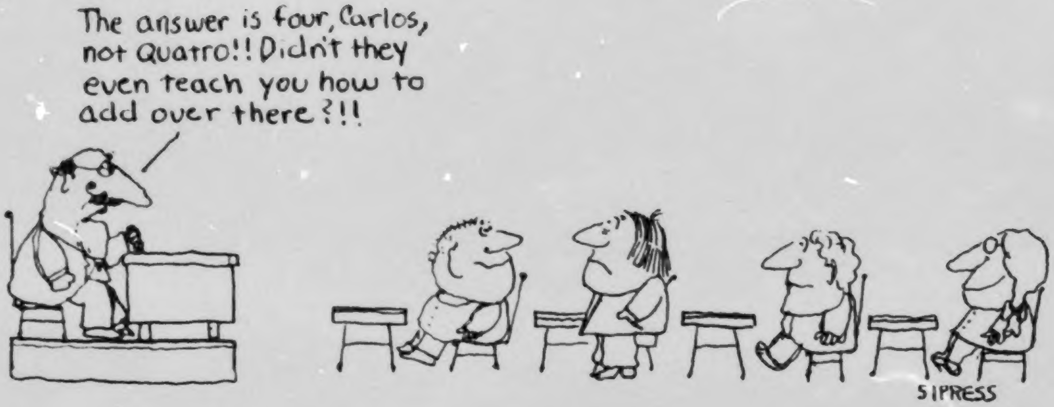
It is hoped that this guide will be of assistance to educators who are attempting to deal with the special problems of children who speak a language other than English in the home.

State and Federal funded programs in Washington State are described. In addition, programs funded in other parts of the country are listed. Information on programs in Washington State was gathered from questionnaires sent to all project sites during September, 1975. In cases where responses were not available, information was obtained from grant proposals filed in the EEO office during the spring of 1975.

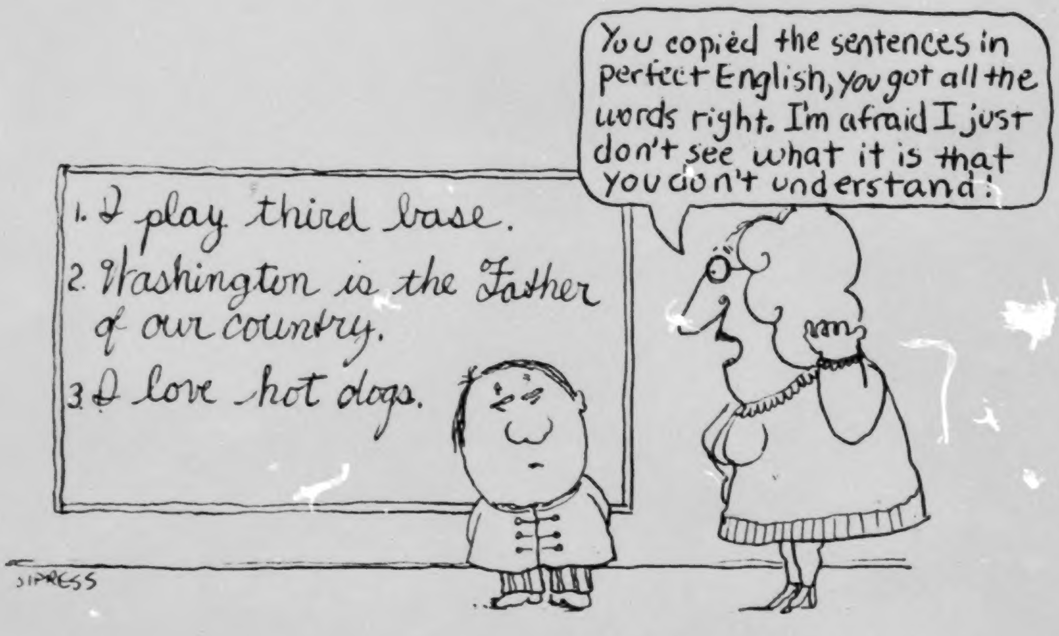
Teachers and administrators, by reading through program descriptions can get an idea of who to call, write or where to visit to get assistance. The state office EEO personnel are always willing to help and many program directors go beyond the boundaries of their own programs to provide assistance when possible. Much can be gained by an informational phone call.

Also included are agencies and organizations to write or call for assistance and for information. In addition, special sections on Bibliography Linguistics, Methodology of Second Language Teaching and Bilingual Teaching in Content Areas are included.

It is hoped by the SPI that this guide, developed through the EEO office, will provide districts with some of the information needed to meet their bilingual education responsibilities. If you have any comments regarding the usefulness of this guide, or if you would like to have something added to it feel free to call (206) 753-2560, Rebecca R. Hobbs, Mexican American Program Administrator, Equal Education Opportunities, SPI.


The answer is four, Carlos, not Quatro!! Didn't they even teach you how to add over there?!!
SIPRESS

Cartoon by David Sipress


You copied the sentences in perfect English, you got all the words right. I'm afraid I just don't see what it is that you don't understand!
1. I play third base.
2. Washington is the Father of our country.
3. I love hot dogs.
SIPRESS

Cartoon by David Sipress

GLOSSARY OF BILINGUAL EDUCATION TERMS

GLOSSARY OF TERMS

Acculturation

In the context of bilingual-bicultural education the term acculturation is used to indicate the gradual loss by newly arrived immigrants (or members of a minority group within a society) of their distinctive cultural characteristics, and the adoption of the cultural traits and social patterns of another (usually the dominant) majority group.

Anglo

A person, not necessarily of Anglo-Saxon blood or background, whose first (family) language is English.

Assimilation

This term suggests a two-directional process: the larger society receiving and absorbing into itself the lesser or minority group, the minority group developing greater resemblance to the majority and merging with it.

Barrio

A Spanish word, meaning "neighborhood," used to refer to a section of an American city inhabited by Spanish-speaking persons, usually Puerto Rican or Mexican American.

Bilingualism

Means, very simply, the ability to function in another language in addition to one's home language.

Biculturalism

Is the ability to behave on occasion according to selected patterns of culture other than one's own.

Bilingual Schooling

Means the particular organizational scheme of instruction which is used to mediate curricula in the home language and in another language.

Bilingual Education

Is a process by which the learning experiences provided in the home and other educational and societal institutions enable a person to fulfill total self-development as well as to function in another language in addition to the home language.

Bilingual-Bicultural Education

Teaching pupils in two languages and from the point of view of the cultures of which the languages are a part. In the United States, one of the languages will be English, the other the mother tongue of the particular pupils involved who are not native speakers of English. Both of the languages will be studied, and both will be used as media of instruction. Emphasis is also placed on developing a knowledge and understanding of the differences in manners, mores, history, and cultural characteristics and values of the two (or more) groups.

CRA, IV

Title IV of the Civil Rights Act of 1964 provides federal money to state departments of education, and institutions of higher education for bilingual programs.

ESAA VII

Title VII of the Emergency School Aid Act, a federal act, passed in 1972, provides money for certain bilingual programs in public schools.

ESEA VII

The Elementary and Secondary Education Act, is a federal act passed by Congress in 1965 to provide funds and guidance to local school districts in order to improve educational opportunities for pupils. The various Titles (sections such as Title I, Title III, Title V) were addressed to different problems faced by the schools, such as the special needs of educationally disadvantaged children, the improvement of library facilities, and the training of teachers. Title VII is specifically designated to support bilingual education.

ESL

Acronym for English as a Second Language, a definition devised to differentiate the teaching of English to pupils who are not native speakers of the language from the normal English classes for English-speaking students. It is in some ways an unfortunate choice of terminology, since it leads to misunderstandings and is sometimes interpreted by uninformed persons as suggesting that English is considered of secondary importance in the school or program concerned. The term ESL developed as a substitute for English to Foreigners, the words foreign and foreigners being considered generally unacceptable in the public school setting, since many of the pupils in public schools today who do not speak English are not necessarily foreigners. (Puerto Ricans and many Mexican Americans, who are Spanish speaking, are citizens.)

Region X

This is one of the Federal geographical regions the U.S. Government has divided the nation into for administrative purposes. Region X offices, located in Seattle administers federally funded education and other programs for Washington, Oregon, Idaho and Alaska.

TESL

Teaching of English as a Second Language, a variant of the term ESL.

TESOL

Acronym for Teaching of English to Speakers of Other Languages. There is a national TESOL organization that publishes a quarterly and an occasional newsletter containing articles and information of interest to specialists in the field.

Title VII

The so-called "Bilingual Education Act" (P.L. 90-247) was added to the ESEA in 1967 and signed into law by the President in January 1968. Title VII determined policy and provided money for the establishment of bilingual-bicultural educational projects in public schools, thus shaping the ideology and giving impetus to the bilingual education movement in the United States

Transitional - ESL Bilingual Programs

These programs offer a strict remedial/compensatory orientation and have few (if any) bilingual teachers. Bilingual aides are relied on for monther-tongue inscurction and the use of the home language is limited to small segments of time. "Home made" curriculum materials may be prepared by paraprofessional staff and due to lack of direction may lack proper sequencing and/or continuity. These programs have few resources available to them for staff training, evaluation and overall capacity-building. Clientelle is limited to small percentages of children (usually poor and having other serious problems) who speak no English. The greates program effort is in teaching English and eliminating home-language usage usually by grade 3. These programs are not integrated into the on-going school curriculum. Students often participate on a "pull-out" basis. Few efforts are made to involve parents in meaningful partnership with the schools. Home language and culture are often perceived as detrimental to the child's performance in school.

Bilingual Maintenance Programs

The students' fluency in another language is seen as an asset to be maintained and developed. Native English-speaking students are involved in the program only minimally if at all. Recruiting and staff development efforts are made to increase the preparation and efficiency of bilingual staff. Team teaching is often employed to maximise bilingual staff resources. Much attention is given to development of English language skills but use of the home language is continued through all grades to the extent that resources make this possible. There are varying degress of integration of the program into the "regular curriculum" but much of the developmental effort remains dependent on "soft money." Parental involvement is recognized as a potential asset. Attention is given to community resources as sources for curricular content and programmatic direction. The home language is used more extensively and systematically in the teaching of subject content areas and not merely for giving directions or class control. Curriculum development, staff training and evaluation aspects of the program are more comprehensive, better planned and more adequately staffed than in transitional ESL Bilingual programs. Extra resources are sought e.g., college and university personnel, expert consultants and assistance centers. In addition staff may be allowed to visit other programs and participate in conferences and other such opportunities for learning and interaction. Eforst are made to reach as many non-native English speakers as possible but emphasis continues to be placed on language skill development to the exclusion of other, non-linguistic needs of the child. Differences often occur between programs on their approach to "standard" vs. colloquial usage of the home language for instruction.

Bilingual/Bicultural Maintenance Programs

This type of program seeks to integrate the "history and culture" of the target group into curricular content and methodology. An emerging recognition of the role of cultural referents in human development is reflected and plays a key role in staff training. There is extensive staff training in the history and culture of the child's ethno-linguistic group. Often, however, much confusion exists as to the nature of culture and the procedures for inventorying it to achieve local relevance. Programs of this type are often found in areas having professional groups with strong ethnic group identification. Consequently, they may also be characterized by strong advocacy, civil rights and community-service aspects.

Bilingual/Bicultural Restorationist Programs

In this type of program ethnic group identification goals reach higher priority levels. In this type of program a strong attempt is made to restore to children the option of learning the language and culture of their ancestry even though they themselves may have lost it due to assimilation. An outstanding example of this approach is seen in the work of the Council for the Development of French in Louisiana (CODOFIL). In a cooperative effort with the French government, cooperants are sent to Louisiana, at the expense of the French government, to stimulate instruction in and use of the French language.

Culturally Pluralistic Programs

This approach is similar to Restorationist Programs but here the emphasis is not restricted to those students from a particular ethno-linguistic group. Instead, all students are involved in linguistically and culturally pluralistic schooling. The approach represents a philosophy which is diametrically opposed to that of the "melting pot" ideology. The underlying assumption is that all constituencies of education benefit from an active participation in and appreciation of each others' backgrounds.

LINGUISTICS AND BILINGUAL PROGRAMS

LINGUISTICS AND BILINGUAL PROGRAMS

Every child learns language from other members of the group of which he is a part. Since all systems of language are shared by members of the social group, children learn sounds which are understood and produced by others in the group, acquiring all the sounds used in the group's language and excluding sounds which are not used in the group. Any child having normal vocal mechanism is physically capable of learning any sound produced in any language. Whether or not a child learns a sound depends upon whether his group uses it as a distinctive feature of group language. Similarly, a child gradually acquires the grammatical structures used by his group while excluding all grammatical possibilities which are inappropriate in his language.

Meanings are also socially shared. A child learns the subtle nuances of meanings of words, by trial and error and by testing difficult meanings against those used by other members of his group in actual communication. As patterns of behavior within family units differ from group to group, language patterns also vary depending on geographical location, occupation, and socio-economic status. Further, it should be emphasized that the child knows all the language he needs to communicate with other members of his own group about everything in his culture which is important to him. Thus, educators have been wrong in assuming that there are standard sets of sounds, structures, or meanings that all children can be held responsible for knowing. The child has neither responsibility nor opportunity for learning any form not used in his particular group.

Research has indicated that language development is faster in upper socio-economic groups, leading to the belief that this acceleration is due to the family's participation in outside activities. The greater the child's opportunity to participate in varied activities, particularly with members of another social group, the greater the verbal ability of the child will be. Poverty of language, then, is poverty of cultural input rather than native verbal ability.

The child's ability to participate in the activities of the school depends upon his ability to use the language of the school. Schools identify many children, particulary those from varying ethnic and cultural groups as having little or no verbal ability. The reason lies in the school's inability to tune-in on the language code the child knows; to bridge the communication gap to the language which has proved to be an effective communication tool for the child. The alienation felt by a child unable to communicate freely with the school can well be imagined.

Linguists point out frequently that children do not learn language by mastering isolated items in the language. Rather, they learn the systems of language--the grammar. The child is not conscious of the systems he has mastered, but by analogy he is able to create new forms he has neither heard nor produced before, based on the systems he knows.

Two kinds of language competency must be considered. A speaker of any language has a receptive competence which allows him to decode what is said to him by another person. He also has a productive capacity which equips him to encode messages, to put them into language. Research in bilingualism shows an individual's capacity to receive and decode language is greater than his ability to produce or encode. Consequently, most individuals can hear more than they can say, can read more than they can write. The implication of this statement for the school is clear. The fact that a child can understand what is said does not insure that he can produce the same form, even in direct imitation. A great deal more training goes into developing a child's productive capacity for language than his receptive capacity.

Testing and evaluation services are now conceding their inability to assess fairly and accurately the verbal ability of a child whose language differs significantly from that of the school. Certainly teachers should be aware of the implications of dialect, language, and culture variance in testing. Other factors to be considered carefully in a school's assessment of a child's verbal ability are the expressive dimensions of the child's culture such as narrative style and linguistic clues. Gathering information about the child's stories, songs, and attitudes gives an insight into the productive verbal ability of a child not gathered on a test restricted to norms based only on school language. These narrative styles will differ not only from group to group but from one age level to another. Not only is this folklore valuable for testing, it provides a base upon which educational experiences can be built. One can take a pupil at child level or teen age level and build oral expression in the verbal strengths which already exist.

Language contact is considered one aspect of culture contact, and language interference is a facet of culture diffusion and acculturation. The individual who communicates only with members of his own group finds little interference. Every new social contact, however, brings about a need for new language skills. The new language may be no different from his own than a slightly higher vowel sound or a vocabulary item typical of the region or social group, or it may be as different as an entirely new language. The truly bilingual individual is one who can participate freely in two or more groups with equal facility and efficiency. Since language contact is a part of culture contact, studies in language contrast should be based on studies of cultural patterns, among the language.

Educators have long debated how difficult the process of teaching a child to become bilingual would be. It is suggested that learning two separate codes would be confusing and that the learner's education would be retarded in the process. To be sure, asking a child to master two languages or two dialects does place additional responsibility upon him. But then, a far more serious one is that which requires him to participate in groups other than his own without the necessary tools for effective communication.

Modern techniques of teaching foreign languages to students have, as a rationale, provided repeated experiences with language acquisition, these experiences being as nearly natural as possible. Such a rationale would require the teacher to be realistic about the fact that a child has had some six years of language learning before he comes to school, and that the school's job is to add to the language experience the child brings with him. At age six a child is able to learn a great deal of language far more rapidly than later. The linguistic material which the child is expected to learn, however, must be pre-adjusted before input and frequent opportunity must be provided to repeat the oral forms learned. Linguists are agreed that the school's major responsibility is to teach a formal style rather than an informal one because even though the former is more difficult to learn it is also more useful. Also, there is less opportunity at home and in play with peers for the child to practice the formal style. Though in reality, the child will use both formal and informal styles, he should be taught to keep them separate, knowing when each is appropriate.

The one factor in reading readiness that has a large effect on reading ability is that the reader sees the relationship of the sounds he already makes and the graphemes on the page. It would stand to reason then, that a child would be better instructed if the graphemes he encounters represent the sounds of his own native language rather than the sounds of another language. For this reason, a bilingual program should begin reading instruction in the child's native language and go on to reading instruction in the second language when he has oral control of that language. Critics of this type of program have said that the child would then be learning to read twice; an unjustified statement for two reasons: First, he is learning important skills of reading in either language, such as visual acuity, left-to-right eye movements, and grapheme-phoneme relationships. These skills transfer readily to reading the second language. The second reason the criticism is unjustified is that expecting a child speaking one language to read in another is not giving him a chance to read at all. The choice here is not so much which language he learns to read in, but whether he has a fair chance to read at all. Two distinct advantages in teaching the child to read first in his native language and later in a second language are: that he becomes literate in two languages (an advantage denied in programs beginning reading only in English) and that literacy is not delayed while the child is learning the second language orally.

Any bilingual program should have at its foundation, the principle that the cultural and language experiences the child brings to school must be strengthened by providing additional skills and experiential understandings for the child. Beginning such instruction in the child's native language recognizes his native language and native culture as an entry into enlarged experience. In such a program, the child always feels he has something of himself--and his culture--to share. His own experiences are worthy of consideration and he has a definite place in the school.

METHODS AND TECHNIQUES FOR SECOND LANGUAGE TEACHING

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Language is learned social behavior. The child learning his native tongue first hears and gradually comes to understand the signals conveyed by the sounds of that language. He then learns by mimicry to produce the sounds and eventually to string them together in meaning-bearing sequence. He learns his first language almost below the level of awareness.

Quite the reverse is true when the child learns a second language, particularly if his exposure to the second language is delayed until he starts to school. He must begin again the process of hearing sounds, interpreting them, and memorizing them. This time his learning is not the normal growth process that the original language learning was; he is very aware of the fact that he is learning.

Learning a second language is a complex and time-consuming process. Many variables affect the rate and effectiveness of such learning:

- The degree to which the first language has been mastered
- The similarity of the situations in which the two are learned and used
- The learner's socio-economic background

When the child whose native language is not English is introduced to English, speech and reading, he brings with him experiences, some of which are helpful, to the learning task. Normally, he will have the ability to use the basic patterns of sound and structure of his native language as well as a body of vocabulary items related to his experiences and environment. He may also have some listening and speaking experiences in English which give him a limited knowledge of the basic sounds and structural patterns of English and a limited number of English words related to his experiences at home.

Working with the child's limited knowledge of the spoken English language, and in some cases no knowledge at all, the classroom teacher must teach him to understand, speak, read, and write English. The teacher's success is dependent on several factors.

- He must be truly aware of the fact that he is teaching a second language;
- He will need to be constantly aware of the fact that his pupils must learn to speak before they can read and that they can only read within the range of their speaking ability;
- He will need to adopt techniques that are effective in second language teaching;

- He will need to create or utilize experiences in which the need for speaking the second language is present;
- He will need to help children develop automatic control and fluency in the use of patterns of sounds and structure;
- He will need to develop systematically a vocabulary suited to the needs of the child--after the child has control of basic structural patterns;
- He will find it valuable to concentrate on understanding the culture of his pupils, and then, building upon their positive values, to introduce the new culture to them.

GENERAL SUGGESTIONS FOR LANGUAGE TEACHING

As an aid in teaching language skills, the following suggestions are offered:

1. Carefully plan your classes (teaching) in advance, but always leave room for flexibility.

2. Alert pupils to your (and their) objectives and how these objectives will be attained.

3. Approach the language as a practical tool, something to talk about.

4. Talk about, read about, write about topics of interest to your students.

5. Always keep in mind the differences between theory and practical application.

6. Insist that students keep their books closed during presentation and practice.

7. Encourage all students to participate--instead of yielding to the temptation to call on outstanding pupils only.

8. Differentiate between the hearer and the speaker as you train pupils.

9. Teach only one thing at a time, such as new vocabulary in an old pattern of structure or a new pattern of structure with learned vocabulary or practice on a particular sound problem or a persistent problem in written work.

10. Teach phrases or sentences (utterances) instead of isolated words.

11. Correct mistakes in pronunciation immediately.

12. Do not emphasize errors. Be positive--call for choral (class) correction of mistakes before asking the student to correct his error.

13. Give praise for correct answers.

14. Clarify meanings of words to avoid confusion and to save time.

15. Use visual aids, cues, and dramatizations to explain meanings.

16. Always make use of something "old" when you are teaching something new.

17. Avoid lengthy discussion of grammatical points. Too much analysis of grammar kills interest. On the other hand, too little may cause uncalled for confusion, especially on the part of older students.

18. Let reading and writing assignments be on familiar material.

19. Do not ask students to write things they cannot say.

20. Give assignments that are helpful to students; do not be guilty of asking for "busy work."

21. When giving a new assignment, always explain fully what is expected and how it is to be carried out. Give models of assignment.

22. Encourage each student to keep a record or compilation of his work so he can judge his own progress.

23. Do not judge a student's ability solely on the basis of his written work.

24. Remember the importance of review and provide for it periodically.

25. Do not expect your pupils to know as much about the language as you do. You are not in the teacher-training business.

Effective Techniques

It is essential that the teacher strive constantly to learn about and to utilize new or revised methods. When the structural framework of a language has been learned using a limited number of words, the required vocabulary can easily be added. This is not to suggest that the vocabulary is not important; the question is only one of initial emphasis and perspective. The following techniques described have been selected for their known effectiveness in language learning situations.

Listening and Speaking

I. Listening Experiences

Before the child can understand the spoken word, he must learn to listen carefully. Purposeful listening experiences should be provided from the very beginning. Students must be trained to listen not only for understanding, but also to be able to reproduce the sounds and intonation patterns of the language. Such activities can include:

- Teacher and pupil use of the language for the daily routine and classroom directions.
- Increased use of a variety of recorded materials
- Listening to resource persons
- Radio and television programs
- Games, which require attentive listening

II. Presentation of a Language Pattern

One major device to teach sounds and new items of language structure is the presentation of simple language patterns. Vocabulary is also taught by making simple substitutions in the basic language patterns.

These steps may be used in an oral presentation:

- Say the basic sentence clearly and distinctly several times at normal speed.
- Indicate meaning of words or situations by pictures, gestures, action, or simple explanations (translations).
- Have students listen carefully before they repeat in chorus.
- Have the pupils repeat the patterns after you. This enables you to listen for and hear problems as you walk around the classroom.
- Model the sentence pattern repeatedly.
- Give remedial pronunciation practice for any words causing difficulty.
- Have pupils practice in isolation only those words that pose pronunciation problems, and then re-practice them in context.
- After students have "mastered" the sentence pattern orally, have them practice reading it.

III. Dialogues

A dialogue is a simple conversation between two or more people. It is built around an everyday (real) situation which the student understands, identifies with, and enjoys. Dialogue practice offers practice in pronunciation and structure, and also provides other specific values:

- From the beginning, the child learns to use language as a means of communication.
- All that is learned is meaningful. What is learned in one part of a dialogue often makes meaning clear to another.
- The pupil finds a personal interest in what he is saying and a possible use far beyond the classroom for the expression which he masters.
- Time is not wasted on isolated words and isolated sentences that may be credited with logical meaning but are devoid of psychological meaning.

The following questions may be used as criteria by the teacher in his selection of dialogue material:

- Is the dialogue short, interesting, and meaningful?
- Does it contain simple phrases and patterns for mastery?
- Is it developed around a real situation on the child's interest and emotional level?
- Does it allow for intensive practice of basic structural patterns and insure a high quality of language development?
- Does it in some way reflect or transmit ideas of the culture of the people who speak the foreign language natively?

When teaching a dialogue, these suggestions are helpful:

- Use appropriate simple expressions and gestures in the presentation so that children will get the feel of what they memorize.
- Make use of pictures, props, puppets, or other visual aids necessary to clarify ideas.
- Change positions each time there is a change of speakers.
- Re-present the dialogue sentence-by-sentence for added comprehension and repetition practice.
- Walk around the room and require the children to repeat the sentences of the dialogue by the use of hand motions.
- Give correction to errors through choral repetition drill of correct forms.
- Always cultivate the habit of clear and quick responses.
- Know that a dialogue has been mastered when most of the students can participate at a moment's notice and the entire dialogue can be said from beginning to end at a normal tempo without hesitation or mistakes.

By selecting well organized and appropriate dialogues and applying well sequenced steps in their presentation, the teacher can improve his results considerably. He must remember that through the medium of dialogue practice, he is teaching his students to become independent in the use of the simple forms in natural hearer-speaker situations.

Students in the higher levels may be led to create their own dialogues. Whole expressions and parts of dialogues that have been memorized previously may be used as a basis for developing the new dialogue.

IV. Pronunciation Drills

Every teacher of English serves as a model for pronunciation. If he teaches Spanish-speaking children, it is important that he become well acquainted with the sound structure of English and with the ways in which it contrasts with Spanish. The same would hold true when teaching other languages. This knowledge enables him to predict pronunciation problems and to select or prepare drills for their solution.

Several techniques are suggested for preparing drills for pronunciation practice:

- Contrast words with the same beginning and ending consonants but with varying vowel sounds:

  but bought boat

- Contrast words having the same vowel sounds, but with varying final consonants:

  hat had has

- Contrast words containing the same consonants in different positions in the words:

  tan attack cut

- Develop recognition drills of similar words with contrasting vowel or consonant sounds:

  heed hid head had
  sheep cheap ship chip

- Give interesting and practical explanations or drills as to how difficult sounds are made:
    - By comparing unfamiliar sounds to noises familiar to students, such as:

      s_______ sound of a serpent

      sh_______ "hushing" sound

      h_______ whispering any vowel that follows h

      z_______ buzzing sound of a bee

      ch_______ sound of train engine

    - By using simple illustrations, as "the motor in the throat," to distinguish between voiced and voiceless sounds, such as:

      f v

      t . . . . d

      s . . . . z

      p . . . . b

- Lead students to form their own pronunciation rules after they have been taught inductively a number of examples:
    - Formation of the past tense ending in -ed
    - Formation of plurals

These procedures may help the teacher in presenting pronunciation drills more effectively:

- Model a pair of contrasting words or a sentence.
- Have class repeat in unison.
- Repeat the same pair of words or sentence, pointing to an individual student to repeat after you.
- Model the second pair of words or the second sentence and follow the same procedure. Do the same with subsequent words and sentences.

V. Pattern Drill

Pattern drills are used to enable students to gain control of the spoken language without resorting to elaborate grammatical dissections and descriptions. Students learn structural points through use and have a context for practice of vocabulary. They develop automatic responses and manipulation of structure without conscious thought.

Pattern drills provide for the learning of new forms in patterns of old familiar forms and for practice of familiar forms in different combinations.

New vocabulary and structural points are learned in oral pattern practice, and familiar structures and vocabulary can be practiced in oral, reading or written reinforcement exercises.

In short, a pattern drill is one in which the pattern (frame or utterance) is given orally to pupils and is repeated or is changed into a variation of the pattern by the pupils. The form given to pupils is a meaningful pattern of speech; if it is changed, the form to which it is changed is also a meaningful pattern of speech. The drills may be read and written after they have been mastered orally.

Pattern drills to present new materials or to practice familiar materials should be based on the following principles:

- The drill should include as much of the text material as possible.
- The drill should be contextually oriented.
- The drill should be structurally oriented: (1) it should concentrate on one structure, or (2) where several structures are involved, there should be a consistent pattern of change.
- The drill should provide for sufficient practice to result in a grasp of the salient points of vocabulary or structure drilled.

There needs to be a distinction between pattern drills for practice and those for presentation. In the former case, pupils drill already known forms or vocabulary in different combinations; in the latter case, they are learning new structural forms or vocabulary. Certain types of pattern drills may be used for both presentation and practice, and some for practice only.

Pattern drills for presenting new structural points include:

- Repetition drills (may also be used to present new vocabulary).
- Restatement or relay drills (directed dialogue).
- Transformation drills.
- Replacement or substitution drills.
- Integration drills.
- Expansion drills.
- Contraction drills.

Pattern drills for practice may include all the above, plus:

- Patterned response drills, in question and answer form.
- Progressive drills.
- Substitution in a series of patterns.
- Drill in rejoinder-response.
- Combined substitution and transformation drills.
- Completion drills.
- Translation drills.
- Variation drills.

When constructing a drill, the teacher must decide its function. Is the drill to present a new point or does it drill familiar items? In presenting new points of structure or vocabulary, it is important to remember that:

- New vocabulary is introduced through repetition drills.
- New structural points may be introduced through various drills.
- Drills designed to present new structural points must show the function of the forms to be learned.
- Only one new structural point is to be introduced in a drill. The change from the pattern supplied by the teacher to the pattern given by the student should involve only a single change.
- Pupils should be given sufficient drill in one form of the structural item (example: this) before going on to the next form of the item (example: these).

Teachers need to observe these reminders when selecting pattern drills in published form:

- Structural items involving new words, as well as vocabulary items, must be presented through repetition.
- Repetition drills of irregular verbs should be followed by or be interspersed with substitution and directed-dialogue drills.
- All items presented through repetition drills should also be practiced through other drills such as substitution, transformation and integration, expansion, and contraction drills.
- Where several types of drill are combined, it is important that only one of the elements be a new structural item.

When conducting drills, the teacher will find these suggestions helpful:

- The teacher gives one or two examples of the original pattern and its variant which the class repeats.

- Pupils must be told the type of change to be made and how to make it. (give example).
- When pupils have grasped the principle of the change, the teacher gives only the cue. Pupils, individually or in groups are required to recite patterns using the new cue.
- When pupils falter, they should be prompted, preferably in a "stage whisper."
- The number of sentences given pupils will vary with the structure presented, the ability of pupils to respond, and the items needed to secure coverage. As many as eight utterances of a single form may be necessary.
- A grammatical explanation is given briefly before or after the drill, depending on the degree of grammatical difficulty. For most structures, the explanation is given after the initial drill, when pupils have grasped the point. The drill is then resumed.

Types of Pattern Drills

The structure drills which follow are only representative sample types of pattern practice which have been effective in language learning in the classroom.*

A. Repetition Drills:

The student repeats an utterance aloud after the teacher. He does this with his book closed. The utterance must be clear and brief. This drill is especially helpful in presenting new items.

Example for English as a Second Language:

Teacher	Student
Today is Monday.	Today is Monday.
Today is Tuesday.	Today is Tuesday.
Today is Wednesday.	Today is Wednesday.
Today is Thursday.	Today is Thursday.
Today is Friday.	Today is Friday.
Today is Saturday.	Today is Saturday.

Example for Spanish as a Second Language:

Teacher	Student
Hoy es lunes.	Hoy es lunes.
Hoy es martes.	Hoy es martes.
Hoy es miércoles.	Hoy es miércoles.
Hoy es jueves.	Hoy es jueves.
Hoy es viernes.	Hoy es viernes.
Hoy es sábado.	Hoy es sábado.

For an effective repetition practice, observe these cautions:

- Models for repetition should always be given correctly using natural intonation.
- Repetition periods should not be too long.
- Repetition periods should not be too far apart.
- Repetition must be carried on until the habit is fixed and the student can respond automatically.

B. Inflection Drills:

One word in the utterance appears in another form when repeated:

Example:

Teacher	
I have the book.	I have the books.
I need the paper.	We need the paper.
We work at school.	We worked at school.

Inflection of one word may require inflection of another.

Teacher	Student
He brought his car.	They brought their cars.
We like this man.	We like these men.

C. Substitution Drills:

Substitution drills have three parts:

- A frame - a model utterance that the students repeat to begin the drill.
- A cue - an element to be substituted in a certain slot in the frame.
- A response - a second utterance made by combining a cue with the model utterance and so on through the drill.

Model utterance:	Tengo papel
Slot:	Tengo
Cue:	Dinero
Second utterance:	Tengo dinero

*In most of the sample drills, an inadequate number of frames (utterances) are given. For actual classroom usage, longer drills will be needed for students to achieve mastery. Any of the linguistically oriented texts will give a deeper understanding of the exact "proportions" of an authentic pattern drill.

When using substitution drills, follow these steps:

- Give the initial utterance.
- Have entire class repeat it in chorus three or four times.
- Give the first cue.
- Have class, group, or one student make the new utterance with the cue in the correct slot.
- Continue through all the cues in the drill, making sure to maintain a rapid pace.

Substitution drills are of a variety of types:

1. Person-Number Substitution:

   The cues indicate changes in gender, person, and number. This is a very effective drill for the practice of verb forms.

   Example:

Teacher	Student
Compro papel.	Compro papel.
Nosotros_______________.	Compramos papel.
El ___________________.	Compra papel.
Ellos _________________.	Compran papel.

2. Item Substitution Drills:

   The cues call for the substitution of an item involving gender or number or both. Only one word in the sentence changes. This drill is very effective with nouns, adjectives, pronouns, possessives, etc.

   Example:

Teacher	Student
John is sick.	John is sick.
___________ American	John is American.
___________ tall.	John is tall.
___________ here.	John is here.

3. Double-Item Substitution Drills:

   Cues are given for total alternating slots (words) instead of for the same one throughout the drill.

Example:

Teacher	Student
El está enfermo hoy.	El está enfermo hoy.
____________ ahora.	El está enfermo ahora.
___________cansado______.	El está cansado ahora.
María __________.	María está cansada ahora.
_________aquí_________.	María está aquí ahora.

4. Replacement Drills.

One word in an utterance is replaced by another. (Only one substitution is made at a time.)

Example:

Teacher	Student
I read the book daily.	I read it daily.
John gets up early.	He gets up early.
We gave our maid a present.	We gave her a present.

Replacement and inflection are often combined.

Example:

Teacher	Student
This is new.	These are new.
Mary has her pen.	She had her pen.

5. Progressive Replacement Drills:

An utterance is made; one additional word is given which is fitted into the utterance; another is given which is fitted into the last utterance.

Example:

Teacher	Student
She found her watch.	She found her watch.
(key)	She found her key.
(he)	He found his key.
(lost)	He lost his key.
(we)	We lost our key.
(book)	We lost our book.
(I)	I lost my book.
(brought)	I brought my book.

In another useful drill involving progressive change, a replacement is made alternately in one of two words (or slots) in the sequence.

Example:

They see the man.
They knew the man.
They knew the waiter.
They tip the waiter.
They tip the waitress.
They ask the waitress.
They ask the price.

D. Completion Drills:

The student hears an utterance that is complete except for one word and then repeats the utterance in completed form.

Example:

Teacher	Student
I have my book and you _____.	I have my book and yours.
They have _____ own car.	They have their own car.

E. Expansion Drills:

A word is added which takes a certain place in the sequences.

Example:

Teacher	Student
Lo conocí. (bien)	Lo conocí bien.
Lo conozco. (apenas)	Apenas lo conozco.

F. Contraction Drills:

A single word stands for a phrase or clause.

Example:

Teacher	Student
Place the book on the table.	Place the book there.
We hope they will help us.	We hope so.

G. Transformation Drills:

A sentence is transformed by being made negative or interrogative or through changes in tense, voice, mood, aspect, or modality. Such drills are accompanied by a cue that points to the desired transformation.

Example:

Teacher	Student
(knows)	She knows my name.
(doesn't)	She doesn't know my name.
(does)	Does she know my name?
(used to)	She used to know my name.

H. Integration Drills:

Two separate utterances are integrated into one.

Example:

Teacher	Student
We must work. This is important.	It is important that we work.
I like that girl. She is helping you.	I like that girl who is helping you.

I. Rejoinder Drills:

The student makes an appropriate response to a given utterance. He is told in advance to answer in one of the following ways:

Be polite.

Example:

Gracias.	De nada.
Cómo estás?	Muy bien.
Qué día es hoy?	Hoy es viernes.

Agree.

Example:

They are lost.	I think you're right.
This is a pretty coat.	It's very pretty.

Agree emphatically.

Example:

Pretty good coffee, isn't it?	It's very good.
That was smart of us.	It certainly was.

Express surprise.

Example:

Voy a la fiesta.	De veras?
Quebré el plato.	Quebraste el plato?

Express regret.

Example:

John is absent.	That's too bad.
She missed the flight.	What a shame!

Disagree Emphatically.

Example:

Tienes hambre.	No tengo nada de hambre!
Después entenderás.	Nunca jamás!

Disagree.

Example:

Me gustó la comida.	No me gustó.
Estamos seguros que es listo.	No lo creo.

Question what is said.

Example:

She plays the piano beautifully.	It's impossible.
She is older than her husband.	I can't believe it.

Fail to understand.

Example:

That's a lot of talk.	What did you say?
That's one for the book.	I don't get it.

J. Restoration Drills:

The student is given a sequence of words that have been taken from a sentence, but still bear its basic meaning. He uses these words with little changes and additions to restore the sentence to original form. He may be told whether the time is present, past, or future.

Example:

students/wait/bus	The students are waiting for the bus.
girl/buys/purse	The girl bought a purse.

VI. Dialogue Adaptation

The objective of dialogue adaptation is to relate the dialogue sentences and situation to the personal experience of the students. The technique consists of questions and answers that are based on the dialogue, and it may be used as soon as the appropriate parts of the basic dialogue have been fairly well learned by the students.

The following are suggestions for presenting dialogue adaptation:

- The question-answer process is first practiced between teacher and students.
- When a phrase becomes familiar, direct one student to ask the question of the student next to him.
- After answering, this student in turn may ask the student next to him.
- This "chain drill" ends after several students have participated.
- Introduce a new question.
- Do not hesitate to interrupt the "chain practice" frequently and have a student ask you the question.
- When necessary, prompt the correct form immediately.

VII. Questions and Answers

The questioning technique is one of the most frequently used by language teachers, but this does not mean that it is the most successfully used. Valid question practice is very important in language learning because it requires the ability to think quickly and easily and to answer automatically.

The following suggestions are for improving technique:

- Direct the question to the whole class before any one pupil is called on for an answer.
- Use only words found in the pupil's vocabulary.
- Be concise, clear, and definite.
- Require all questions to be answered in complete sentences or utterances.
- Pass the questions around and give all students a chance to participate.
- Do not follow any special order in asking the questions, such as a seating arrangement or alphabetic order.
- Do not allow a few of the very slow students to waste the time of the class.
- Ask most questions in a business-like, but unhurried rapid manner.
- For culminating reviews and drills, ask questions in a rapid manner.
- Use various types of questions that will:
    - Establish an active vocabulary.
    - Emphasize points in grammar.
    - Test student's information.
    - Stimulate thought and create enthusiasm.
- Make questions difficult enough to challenge the students' efforts but not so difficult as to discourage them.

The most effective questions are those pertaining to students' lives and experiences. They create personal interest and enthusiasm. For drill purposes, however, and in order to build an active vocabulary, the teacher may use other types of questions: yes--no, choice; simple and difficult recall.

VIII. Directed Dialogue

Directed dialogue is a controlled conversation between two students stimulated by teacher instruction. The student rephrases an utterance and addresses it to someone else.

Example:

Teacher	Student
Mary, ask John to close the door.	John, close the door.
Ask him to be careful.	Be careful.
Tell him to wait for you.	Wait for me.
Ask him how old he is.	How old are you?
Ask him what he needs.	What do you need?
Tell him you are going to the movies tonight.	I'm going to the movies tonight.

When presenting directed dialogue,

- Have two students come to the front of the room the first few times you use the technique.
- Use students' own names in speaking to them.
- Have one student repeat the words.
- Have the entire class repeat the same sentence or question.
- Move and stand beside second student; give him the exact response.
- Have him repeat it; have class repeat it.
- Give the direction to first and second students to elicit the responses without prompting.
- Repeat the same directed dialogue with two or three other pairs of students.
- Prompt immediately when prompting is needed.

READING AND WRITING

How well the student learns to understand and to speak a second language is a vital factor in achieving success in reading and writing. The teacher should ask a child to read and write only what he understands and what he can actually say.

Techniques for Teaching Reading

In learning to read, the student must first go through the process of learning how the sounds he knows appear in print. This is done by directing his activities from sound to letter and from letter to sound.

The following sequential steps in teaching reading to the child who is learning a second language are suggested:

- Show how a word looks when written.
- Ask for other words in which the same sounds occur. Write the appropriate suggestions, which illustrate the way or ways in which a given sound is written.
- Write out several familiar sentences. Read them and have them read aloud.
- Distribute printed text of dialogue or narrative. Read it aloud and have it read aloud.
- Prepare sentences that are composed of known words put together in a new way.

In developing the reading skill, the teacher must be careful that comprehension takes place without reference to the mother tongue. Therefore, the material must not be too difficult in either vocabulary or structure, or the student will not attempt comprehension except by translating to the mother tongue.

Comprehension in the new language should be stressed. The pupil should be taught to relate meaning to clusters of words as they interrelate to context. Content may then supply him with new meanings. When context does not reveal meaning, another approach must be used. A footnote or glossary restating the meaning in different words already known to the student, is best. If these means fail, give Spanish or home language equivalents, not of whole propositions, but only of the term or terms in question.

Techniques for Teaching Writing

A child who has learned to understand, to speak, and to read a language can proceed effectively to the final step in language mastery--writing. As it was for all the other skills, the objective of writing for the learner of a second language is writing without resorting to his native language.

There are four important sequential steps in learning to write:

1. Copying: In the early stages, imitative writing--copying identical material which has previously been mastered orally--is emphasized. Copying and dictation are most important in establishing sound-letter correspondence.

2. Dictation: Dictation involves several aspects of language learning:

   - Purposeful listening.
   - Differentiating sounds.
   - Distinguishing words and speech groups.
   - Understanding meaning.
   - Recognizing forms.
   - Observing structure.
   - Knowing how to spell.
   - Using proper punctuation and capitalization.

   Dictation may be based on various types of material such as a paragraph, a passage in the text, a dialogue, a letter, or an event in the news.

   Dictation should follow a definite plan known to the class. The teacher first reads the selection at a normal speed while the students listen and do not write. Then the teacher reads the selection again at a slower tempo with a pause after each thought group; the students write this time. Finally, the teacher reads the selection a third time at normal speed. The students are given enough time to read, to think, and correct their work.

3. Controlled Writing:

   From dictation students progress to controlled writing. There are several types:

   - Guided writing--pattern drills, simple answers to questions and completion statements.
   - Directed writing--students change a story by changing tense, person, number, form, or sentence structure.
   - Controlled composition--the controls are gradually lessened by having pupils summarize passages using their own words, alter a model composition, develop paragraphs from topic sentences, or write letters or articles with guidelines provided.

4. Free Composition: Gradually, pupils progress to such forms as original dramatizations, personal narratives, descriptions, reports, and letters. Composition gives the teacher a very definite picture of each pupil's progress. By carefully choosing a topic, he may test knowledge of vocabulary, idioms, or structure. General as well as individual errors are detected.

The teacher must always keep in mind that the level of accomplishment in writing will remain lower than that of reading. In writing, the student is limited by his knowledge of the structure of the language and by the extent of his vocabulary. As the student grows in his writing skill, some of the differences which distinguish written style from that of the spoken language can be pointed out.

REINFORCEMENT ACTIVITIES

Songs, games, story telling, puzzles, and art activities are not only ways of creating atmosphere, interest, and enthusiasm, but they are also an excellent medium for teaching, reviewing, and testing language learnings, through reinforcement.

Songs

Children of all ages enjoy singing songs because they:

- Are fun and create atmosphere.
- Teach melody and words in a manner that will maintain interest.
- Aid in learning new sounds and give an interesting medium for pronouncing them correctly.
- Facilitate learning of new words and concepts through appropriate action or dramatization.
- Afford a means of improving intonation patterns and rhythm in the new language.
- Give practice on the cardinal principle that a word must be learned before it is seen.

When teaching a song, follow these steps:

- Read the words at a normal speed and explain the text, elaborating on any parts that are necessary.
- Sing or play a record of the song all the way through so that students will become interested in the melody and how to sing it.
- Reread the song, line by line, indicating rhythms and inflection by hand motions.
- Have the students repeat the song in choral unison with correct pronunciation and rhythm.
- Require correct pronunciation of all words, giving choral unison drill of the difficult words.
- Sing an entire verse (or a part of a verse) and have the students join in the singing.
- Continue singing until students have learned to sing the melody correctly.
- Encourage students to learn the words by memory, once they can sing the song correctly.
- Organize groups for two, three, or four part harmony, after the song has been mastered by the entire group.
- Make the presentation of a song more meaningful by using appropriate pictures and relating it to the development of the lessons taught.

Games

The teacher can take advantage of the child's natural interest in games to give additional practice in reinforcing, maintaining, and reviewing previously learned skills.

In selecting games for classroom use, choose those that:

- Are fast moving in order to avoid monotony.
- Contain elements of suspense and competition.
- Require responses from a large number of students.
- Are uncomplicated and require only simple explanation and score keeping.
- Most of all, provide a definite learning objective.

Many professional books and magazines provide teachers with new ideas about games. The following list contains only a sampling of very elementary games that have been effective in language teaching.

"Something to Do"

One child gives another directions on actions, such as "Open the door." Another child follows the directions and responds, "I open the door."

"Saw"

The teacher places different articles familiar to the children on the desk, table, bulletin board. The child looks at the articles and tells what he sees. The child naming the greatest number of articles wins.

"Singular and Plural Endings"

Children form two groups. Example: Child from Group 1 makes a sentence in the singular form. Child from Group 2 changes the sentence to the plural form. First child: "One boy answers." Second child: "Two boys answer."

"I See, I See" or "I'm Thinking of an Object"

A child chooses some object and tells the teacher the name of the object. Then he says, "What do I see?" or "What am I thinking of?" and gives a clue. One child answers "Is it a flag?" If the answer is "no," the child gives another clue. Clues are given until the answer is "yes."

"I'm Thinking of a Person"

One student describes a person and asks, "Who is it?" The other students try to guess who it is. Or one student may say, "I'm thinking of a person." The other students must then ask questions until they can guess who it is.

"Let's Count"

One student bounces the ball and counts, or the class counts in unison, each time the ball bounces. The teacher may stop the procedure and have students count while she taps with the ruler.

"It"

One child is chosen as leader and is sent out of the room. The other members choose an object that he must identify. When he returns to the room, his classmates guide him by repeating

"You're far away." (cold)

"You're near." (warm)

"You're very, very near." (very hot)

When he finds the object he says, "This is it." Then another leader is chosen.

"Walk the Ladder"

A drawing of a ladder is provided. On the left side of each step, the teacher places a picture of an object or activity, the name of which begins with the sound to be drilled. On the right side of each step, is a picture of an object with a name ending in the identical sound. The child who goes up and down the ladder without a mistake pronouncing the sounds is the winner.

"Introduction"

Students introduce other classmates to the teacher and to each other.

"Cut-out Fun"

Children cut out cartoon figures from comic strips and paste them in whatever order they choose on heavy paper. Then they supply an original dialogue to go along with the picture sequence.

"My Story"

Children complete sentences dealing with a real or personal situation such as,

- "On my way to school I saw ______________________."
- "When I looked out the window, there was ____________________."
- "Last night my father came home and brought ______________."

Story Telling

The learning of stories furnishes rich listening and speaking experiences that promote language growth. In selecting stories for beginners, those that are well-known and well-liked should be chosen. They give pupils feelings of confidence. The teacher can use pictures and props to help get meanings across.

These steps are effective in presenting a story:

- Practice repeating the story several times outside of class, using pictures and props that may be used during its actual presentation.
- Correlate skillfully the presentation of each visual aid with the idea that it explains. Practicing in front of a mirror can be helpful.
- When telling a story, follow the same sequence each time and use the visual aids exactly the same way. The visual material may be different to vary the presentation, but always present the events in the same order or sequence.
- When first presenting the story, tell it in a short and simplified form, dealing mainly with the basic framework.
- Use key phrases or expressions later as a refrain or choral drill. Present the dramatic action so that the children can easily learn to mimic the voice and action.
- Tell the story a number of times.
- Have dramatic presentations with the children performing or using puppets to serve as a culminating or final activity.

Puzzles

Puzzles are a most useful aid which all children enjoy. Like games, they arouse interest and are ideal for reinforcing learning or review.

There are a variety of types, among which the following are commonly used in language teaching:

- Picture Puzzles (Grades 2-6). A picture puzzle is one which the child looks at the picture to develop concepts at these levels. An example would be a picture of a ball with the letter b missing. The child sounds out the word and supplies the letter he hears.

- Story Puzzles (Grades 2-8). A story puzzle is one in which the child reads a teacher-composed story or composes one himself. After it has been read several times, consonants, blends, or endings are erased and the child is permitted to put the missing letter or letters in the right places.

- Compound Word Puzzles (Grades 2-6). A compound word puzzle picture can be made by drawing pairs of pictures. The child can spell the words to match the pictures, thus creating the compound words.

- Rhyming Word Puzzles (Grades 1-2). A rhyming word puzzle is one in which the child looks at a picture on the board and writes a word that rhymes with the picture. Another variation is to have a list of four words with one word that does not rhyme. The child circles the "wrong" word.

- Crossword Puzzles (Grades 2-8). Crossword puzzles may be made and duplicated by the teacher or purchased. Each child reads the sentence clues and puts the letters in the squares to make a word. A variation would be to give students the puzzle filled in correctly and let them provide the sentence clues.

Art Activities

Art activities are a helpful aid to learning and may be used most effectively with younger children. When they first come to school, they are curious about their new surroundings, and art activities take advantage of this natural curiosity.

Through art work, the children learn simple terms, such as square, circle, and color. They learn to observe and appreciate color in nature and to recognize the primary and seconday color groups. They also learn to express themselves. All of these learnings stimulate language growth.

The following are types of art activities that can be used. Some are for the children to do and some are to be partially prepared by the teacher, to be completed by the children.

Two-Dimensional Art Activities

- Use crayons in different ways.
- Use tempera paint in a variety of ways.
- Illustrate stories and poems with crayon and paints.
- Use finger paints.

Three-Dimensional Art Activities

- Use clay.
- Make masks (cut paper, paper sacks, paper plates).
- Collect odds and ends of scrap materials (rice, rocks, string, buttons, beads) to make interesting forms. Use cloth, yarn, and large needles to sew simple objects.

Art Appreciation Activities

- Take a walk, observe and talk about the beauty in nature.
- Collect articles and flowers for enjoyment and beauty.
- Learn to care for personal belongings in an orderly manner.
- Make plans and participate in various projects to beautify the classroom.
- Plan how, where, and when class work will be exhibited.

BILINGUAL TEACHING IN CONTENT AREAS
(Sample Bilingual Lessons in Subject Matter Areas)

BILINGUAL TEACHING IN CONTENT AREAS
(Sample Bilingual Lessons in Subject Matter Areas)

A bilingual program for either the Spanish or English speaker capitalizes on the child's knowledge of his primary language. It continues to develop the child's conceptual understanding and personal identity while introducing and developing facility in a second language. Enriching experiences are offered by providing opportunities to learn through doing, exploring, discovering, and creating. Equally important, the program helps to provide each child with the structures and vocabulary to talk about these experiences in two languages.

By continuing the use of the child's first language, a strong line of communication is available between the home and school and between the child and school. At no point is there a break in communication because of insufficient language facility. The child is provided an immediate vehicle for communicating at all times. Even when the child has learned to manipulate the second language, both languages will continue to be developed further and used for communication and instructional purposes. Therefore, the bilingual program not only helps the child to move with ease from the home to the school environment while learning a second language without interrupting the expected learning process, but also facilitates the tools by which the child develops into a literate bilingual.

In a bilingual program, instruction in specific content materials should be given to all children in either Spanish or English, and direct language instruction during separate, regularly scheduled periods should be given in both English and Spanish. Instruction in the two languages should usually be at different times of the day to discourage translation-type learning and minimize interference between the languages.

When Spanish is the primary language spoken in the children's homes, it can be assumed that the majority have control over most of the sound system of that language and knowledge of most of its grammar with a limited vocabulary at the time they enter school.* With this in mind, the majority of first grade Spanish-speaking children should be given reading-readiness in Spanish just as a teacher would give an English-speaking child studying English. During the first few weeks the major emphasis would be understanding and speaking the first language, however, as the year progresses, the major emphasis shifts to reading and writing that language. The four skills of understanding, speaking, reading, and writing and in this order, will continue to be emphasized, with varying degrees of emphasis for each skill, as long as the child remains in a bilingual program.

*The same may not be so for other language groups. Each lesson summarizes the language learnings and linguistic difficulties the child will encounter.

Some children of farm laborers are left in the care of other children while their parents are in the fields. These may not be provided with an adult language model and may be discouraged in their attempts at verbal communication by their parents or by the high noise level which usually exists in overcrowed homes. These first grade children should spend more time in an aural-oral (understanding and speaking) language skills development program before beginning the development of the reading and writing skills.

The lessons in English should assume no contact at all with that language and children should be taught the phonemic contrasts of the English language, as well as basic sentence patterns. Very early in the program, the sound contrasts which exist in one language, but not the other, should be taught. The concepts "same---different" need to be understood before they can be applied to the sounds of language. Auditory discrimination begins with discriminations of gross sound differences. The teacher may start by having several noise-makers in front of the class and showing and ringing two at a time. "These sounds are the same (ring two cow bells.)" "These sounds are different "(Ring a cow bell and a sleigh bell)." At this stage the children can also see the bells are different. After the concept "same---different" is understood, the objects can be hidden in a bag or box and the children asked to determine "the same" and "different" on the basis of sound alone. Small items, such as beans, cotton seeds, or buttons, can be put in pill bottles covered with adhesive paper. The children may take turns shaking two bottles and deciding if they are "the same" or "different." They may look inside to check their answers. The children who are able to do this activity are ready to begin the discrimination of speech and sounds in the direct language instruction periods.

The child's acquisition and automatic use of basic language structures takes precedence over the mere accumulation of vocabulary items in a second language program. The basic patterns should be taught through the use of audio-lingual drills.

Initially, the number of vocabulary items taught should be limited to the child's experience. Items previously learned should be practiced with known patterns and used when introducing new patterns. New vocabulary items should never be taught in isolation, but rather, they should be taught within phrases or sentences. A word may be isolated for purposes of explanation, but should immediately be used in a sentence in order to facilitate clarity and comprehension. An expanded vocabulary will be acquired rapidly once the child begins to read.

Similar vocabulary items may be presented through the structures of both languages, although lexical equivalance is not necessarily desirable. Function words will be needed in both languages and the content words should be selected for immediate need and usefulness in each language. Motivation to learn structures and vocabulary is higher when these are used in real situations. When there is occasion to use them repeatedly, their retention is more likely. Good sources for the vocabulary content of language drills are the texts for other subject areas and other basic words relating to home, family and school. An emphasis should be placed in all activities and experiences in the curriculum on developing the concepts for which labels can be provided in both Spanish and English.

While periods of direct language instruction are necessary for maximum effectiveness and efficiency with students of all ages, the language instruction need not and should not be limited to one short period of the day. A teacher who is aware of the potential interference areas in the languages of his students and who understands how to construct varied and interesting drills in such areas can make maximum use of the instructional time and teach language along with virtually every other area of the curriculum. The effective program consists of planned educational experiences that involve parents, teachers, and students; emphasizes language and concept development, assists each child in gaining a feeling of personal identity and worth, and ultimately, produces literate bilingual citizens.

SAMPLE LESSONS IN SUBJECT MATTER AREAS*

Science

Classification of Objects By Size, Shape and Color
First Grade

Overview:

All objects are classified by their physical appearance. This lesson offers the child an opportunity to form sets or groups of objects basing his selection on the sizes, shapes and the colors of the objects. Since all the objects are different in size, shape, and color, the child will be able to form sub-sets. It is possible for the child to form groups of round and large objects or of large and red objects. Perhaps he will decide to group the large green squares or the small ones. It is possible that upon close examination the child will be able to form other sub-sets.

Objectives:

To enable the child to form sets and sub-sets according to the physical appearance of the objects: size, shape, and color. There are three variables in the lesson and two others are introduced to challenge the child even more.

Materials:

- A chart with the basic figures.
- All the figures cut in threes sizes from:

colored felt
cork
rubber

sand paper (fine and rought)
tin foil (corrugated)
tin foil (smooth)

- Flannelboard.
- Colored transparencies.
- Stencil with the basic figures (to form abstract figures on the screen).
- Cut-out figures from the stencil (to form abstract opaque figures on the screen).
- Overlay in color for the stencil to help the child to identify the figures.
- Plastic bags.
- Overhead projector.

*Each sample lesson in this section is printed first, in English and is followed by a Spanish translation of the same lesson.

Oral Vocabulary:

set	(s)	equivalent	(s)
group	(s)	equal	(s)
collection	(s)	angle	(s)
element	(s)	triangle	(s)
square	(s)	rectangle	(s)
		circle	(s)

In addition, teach other descriptive words to describe the shapes, sizes and colors.

Procedure:

It is preferable to initiate the lesson by the manipulation of the objects by the child. Thse should be exhibited on a table which is in sight of all children. Place other objects of different sizes, colors, and shapes on the table.

Methodology:

Say: Children, we are going to play a game! (For the teacher) The object of the game is for the children to guess what object you have in mind with the clues you give him. Example:

Say: I am thinking of a green object. It has straight sides. It is small. It is the smallest object on the table. It has four sides. If someone guesses what it is, you may keep it at your desk and exchange it later for a suprise.

(For the teacher) Start with the most familiar objects until the children understand the game. An effective method is to limit your description to one of the variables at the beginning (the color). This will permit the children to make some errors in their selection due to the fact that several objects have some of the characteristics in common.

It is evident that this is not a game but a careful way of identifying objects according to their physical appearance. The felt, sandpaper, and rubber figures are included to allow other ways of classification of objects in ways other than size, color and shape, i.e., texture and touch. The children can place the fixtures on the flannelboard. At this stage of the lesson, the children can pair off the figures on the flannelboard with the ones on the chart. By using the plastic bags, the children can classify the objects according to their size large, medium, and small. When you have finished this phase of the lesson, ask the class if they can classify in another way. Since the plastic bags are transparent, the children can see the color and the shape (two of the variables) without difficulty. Choose volunteers to regroup the objects in the bags.

Creative activity:

Allow the children to make other figures using the four basic shapes. This activity gives the child an opportunity to develop his creativity. The child can highlight his creative work by coloring it. Project the colored transparency to motivate the children.

The first grade science lesson illustrates the point that even very elementary materials contain many linguistic problems if they have not been specifically designed for a sequential and systematic presentation of the language structures. In addition to vocabulary items listed in the lesson, the children are required to know the names of colors and shapes, terms for size (big, small), labels for textures (rough, smooth), more complex descriptive phrases (straight sides), and basic function words which must be used in statements and questions in English. This lesson requires the children to know how to place an adjective before and after a noun, use the comparative forms (bigger, small), and form plurals. Speakers of Spanish must learn that the adjective in English comes in a different place in a sentence and does not take a plural inflection along with the noun. The phonological problems raised in this lesson are extensive: /č/ and /š/ must be contrasted as children choose shapes; the same two words require the distinction between final /z/ and /s/; the color yellow may be mistakenly pronounced with a /j/ while the final /j/ in orange may be devoiced to /č/. English consonant clusters are often difficult for speakers of Spanish, and this lesson introduces small, straight, square, triangle, blue, black, brown, and green.

The linguistic complexity of this lesson is typical of most and does not negate its content value. The teacher whose students do not speak English, however, must restructure this lesson into an ordered sequence of activities so that the problems, insofar as possible, may be met one at a time:

1. The teacher and each child has boxes containing eight crayons in front of them.

   T: (holds up one crayon and says) This is red.
   C: (holds up matching crayons and says) This is red.
   T: This is green.
   C: This is green.

   etc.

As soon as the children are matching the crayons with ease, concentrate on the pronunciation of th in this. If the teacher exaggerates sticking her tongue out to say the word, the children enjoy following the example and nothing needs to be said. A child who does not copy should be told, "Let me see your tongue."

2. After the children can repeat what is said, they may take turns being "teacher."

   C: (one child holds up a crayon and says) This is blue.
   C: (the other children hold up matching crayons and echo) This is blue.

The child who is "teacher" looks around the room to see if others are showing the right color and another "teacher" is chosen. If the "teacher" names the wrong color, the adult teacher should correct the child and have him repeat the sentence.

3. The names of the shapes may be taught in a similar sentence frame. Distribute pre-cut shapes of colored construction paper to the children and repeat as above.

   T: This is a circle (note that "a" is added to the frame; this need not be pointed out to the class and should cause no problems.)
   C: This is a circle.

4. Children take turns being "teachers."

   C_1: This is a circle.
   C: This is a circle.

   C_2: This is a square.
   C: This is a square, etc.

5. The next step is to combine colors and shapes in description, placing the adjective before the noun. Using the same construction paper shapes, the pattern becomes:

   T: This is a red triangle.
   C: (repeat)
   T: This is a blue circle.
   C: (repeat)

6. After all the shapes have been described by the teacher and the children, the teacher may give one word as a cue and have individual children respond by showing an appropriate shape and describing it.

   This is big/small.
   This is a big/small (shape).
   This is a big/small (color) (shape).

7. Add terms for texture, rough and smooth, by introducing shapes made of sandpaper, aluminum, or other materials.

   The patterns to be drilled are:
   This is rough/smooth.
   This is rough/smooth (shape).

This pattern can be expanded to include size and color with a few children, but the ordering of more than two adjectives should not be attempted at this stage with most children.

8. The comparative form of the adjectives big and small may be introduced with similar shapes cut from construction paper. Patterns to be used include:

   This is a small triangle.
   This is a big triangle
   This is a bigger triangle.

   This circle is big.
   This circle is small.
   This circle is smaller.

   The red square is small.
   The blue square is big.
   The orange square is bigger.

9. Two descriptive sentences may be combined at this point. The red square is smaller than the blue square. The orange square is bigger than the blue square.

10. By this time the meanings of the terms for eight colors, four shapes, and four qualitative adjectives should be understood and all children should be able to use them in a few sentence patterns. Encourage the children to look for and describe objects inside the classroom and then on a walk around the school grounds which also have these characteristics.

    John is bigger than Mary.
    The red book is smaller than the yellow book.
    The clock is a circle.

11. Introduce a riddle game of the form, "It is __________. What is it?" Have the children take turns guessing and formulating new riddles. They may describe something in the classroom, a picture they have made, or an object brought from home and concealed from the other children in a paper bag or pocket.

12. Use the flannel board, or transparencies to show how houses, trains, animals and other objects can be made from a collection of difference shapes. Let the children describe the pictures in terms of the colors, sizes, and shapes.

    The head is a big circle.
    The hat is a blue triangle.
    The mouth is a small red circle.

Give the children pre-cut shapes and let them paste objects or designs and describe them to the class.

13. If the plural forms of count nouns have not been introduced elsewhere, they should be presented here. The basic technique for using a new pattern should be repeated: (a) the teacher says the pattern; (b) the children repeat after the teacher; (c) the children use the pattern in group and individual responses, corrected by the teacher if necessary.

    This is a circle.
    These are circles.
    This is a square.
    These are squares.

Repeat with all shapes and other count nouns which can be easily illustrated. Then give just a cue word and have the children repeat the pattern.

T: book.
C: This is a book.
    These are books.

The addition of the English adjective presents a new problem for Spanish-speakers, for the Spanish adjective would also take the plural form.

This is a blue circle.
These are blue circles.

This square is red.
These squares are red.

Phonological problems such as the /š/ and /č/ distinction are particularly difficult and can be dealt with by doing the following:

1. Show pictures containing /š/ and have the children repeat. Add some without /š/ and have children respond to words containing /š/.

2. Practice the pronunciation of /š/ in activities.

   a. Teach the finger play, "Open Them, Shut Them."
   b. Have a number of colored objects. The child who is "it" says, "Show me red," or "Show me yellow." He calls on another child to show the color and be the next one "it."
   c. Have the children sit or stand in a circle. One child tosses a bean bag to another, saying "My ship sails to __________." If the child to whom the ship sails catches the bean bag, he may be "it."

3. Show pictures containing /č/ in the same way.

4. Practice the pronunciation of /č/ in activities.

   a. Have pictures of food. The children take turns choosing something for lunch. "I choose __________ for my lunch."
   b. The children may join hands and go around in a circle, chanting:

Charley over the water,
Charley over the sea.
Charley caught a chicken,
But he can't catch me.

When they say "me," they squat before the child who is "it" catches them.

5. Practice hearing "the same" and "different" words as suggested for /č/ and /š/. Minimal pairs which may be used include:

chair-share
choose-shoes
chew-shoe
watching-washing
chip-ship
cheep-sheep
catch-cash
match-mash
dish-ditch.

6. Put construction paper shapes in a bag and ask one child, "Which shape do you choose?" He responds, "I choose a (color) (shape)." He then reaches in the bag and pulls out a shape without looking. If he selects the one he described he gets another turn. If not, he asks another child, "which shape do you choose?" and the game continues.

Other grammatical structures may be taught in conjunction with this first lesson on the classification of objects. Drills may be added, for instance, for question transformations and pronouns.

1. First the teacher asks a question and the children respond with an answer.

T: Is this a __________?"
C: Yes, it is (or) No, it isn't.
T: What color is your/his/her________?
C: My/his/her ____________ is ________/

The children also take turns asking questions after the pattern has been established.

This methodology, pattern drills, may be used to teach Spanish to the English-speaking child.

CIENCIA

Classificación Por Tamaño, Forma, Y Color
Primer Grado

Bosquejo inicial:

Todos los objetos se clasifican de acuerdo con su apariencia física. Esta lección ofrece al niño una oportunidad para formar conjuntos o grupos de objetos basando su selección en los tamaño, las formas, y por los colores. En vista de que todos los objetos son diferentes de tamaño, de forma y de color, el niño podrá formar varios otros sub-conjuntos. Es posible que el niño forme grupos de objetos redondos y grandes o de objetos grandes y rojos. Tal vez decida agrupar los cuadrados grandes verdes y los chicos. Es posible que al examinar los objetos con mas cuidado, pueda el niño formar otros sub-conjuntos.

Metas:

Dar oportunidad al niño para que forme sub-conjuntos de acuerdo con la apariencia física de los objetos: tamaño, forma, y color. Hay tres variables en esta lección que debe dominar el niño. Se introducen otras dos para retar e interesar al niño aun más.

Materiales:

- una lámina con las figuras básicas
- todas las figuras cortadas en tres tamaños en:

  fieltro a colores
  corcho
  hule
  lija (fina y aspera)
  estaño corrugado
  estano liso

- transparencias a colores
- patrón modelo de figuras básicas número 1 (para formar figuras abstractas en la luz en la pantalla)
- figuras que quedaron del patrón modelo (para formar figuras abstractas opacas en la pantalla)
- sobre impuestos a colores (overlays) para el patrón modelo (para ayudar al niño a identificar las figuras)
- unas bolisitas de plástico transparente
- proyector para transparencias 8 1/2" x 11"
- franelógrafo

Vocabulario oral: (relacionado con el estudio de matematicas)

conjunto (s)
grupo (s)
colección (es)
cuadrado (s)
igual (es)
equivalente (s)
ángulo (s)
triángulo (s)
rectángulo (s)
círculo (s)

Además enseñe otras palabras descriptivas esenciales para describir las formas, los tamaños y los colores.

Desarrollo:

Es preferible iniciar la lección con la manipulación de todos los objetos que deben estar expuestos en una mesa que esté a la vista de todos los niños. Coloque también varios otros objetos de diferentes tamaños, colores y formas.

Metodología:

Diga: Niños, vamos a jugar un jueguito!

(para la maestra) El objeto del juego es que los niños adivinen que objeto (cosa) tiene en su mente con las claves que les de. Ejemplo:

Diga: Pienso en un objeto verde. Tiene los lados rectos. Es chico. Es el objeto más chico en la mesa. Tiene cuatro lados. Si alguien adivina lo que es, se lo puede llevar a su pupitre para que después lo pueda canjear (cambiar) por una sorpresa.

(Para la maestra) Principie con los objetos más familiares hasta que los niños comprendan la idea del juego. Un método efectivo es limitar su descripción a una sola caracteristica al principio (el color). Esto permite que los ninos hagan unas selecciones erróneas debido a las características en común.

Es evidente que esto no es un juego sino una manera cuidadosa de identificar los objetos por su apariencia física. Los objetos de fieltro, lija y de hule están incluídos para dar unas formas más de clasificar que se apartan del tamaño, del color, y de la forma: la textura y la aspereza. Los niños pueden colocar las figuras en el franelógrafo. A esta altura de la lección los niños pueden parear las figuras del franelógrafo con las figuras de la lamina.

Por medio del uso de las bolsitas de plástico, los niños pueden clasificar los objetos por sus tamaños: grandes, medianos y los más chicos. Después de terminada esta fase de la lección, pregunte a la clase si pueden clasificar de otra manera. Por ser las bolsitas de plástico transparaente, los niños pueden ver el color y la forma (dos de las variables) sin dificultad. Escoja voluntarios para que reagrupen los objetos en las bolsas.

La lámina grade ilustra los tres factores variables. Recuerde que se presentaron otros factores variables, la textura y la aspereza, para retar e interesar a los niños un poco más. Use la lámina para reforzar el vocabulario descriptivo desarollado en esta lección. Las figuras se pueden parear así como los tamaños y los colores. Cuando sea posible, que los niños pasen a la lámina para indicar al resto de la clase las propiedades que describen.

Actividad creadora:

Permita que el niño forme otras figuras con las cuatro formas básicas. Esta actividad da al niño la oportunidad para desarrollar su facultad creadora. El niño puede dar realce a su creación al iluminarla (colorearla). Proyecte la transparencia a colores para motivar a los niños.

MATHEMATICS

Second Grade

Union of Sets

Review addition Facts (1-10)

Objectives:

To increase the ability of the child to compare, determine relationships, and to establish a one-to-one correspondence.

A set is a group or collections of things (elements).

Example:

marbles
pencils
friends
colors
cookies
books

milk cartons
napkins
straws
balls
blocks
cups

Teacher: This is nothing new to you. You have a group or collection of marbles. Each marble is an element or a member of a set. You also have a set of pencils. Maybe you have three yellow pencils and three red pencils. Each group is a set.

Now, we can compare them. When we compare them we know more about them.

This matching is known as one-to-one correspondence.

Addition facts:

In each rectangle on the next page draw another set so that the union of the two sets will have ten elements.

0

1 + □ = 10

/ /

2 + □ = 10

/ / /

3 + □ = 10

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0 0

4 + □ = 10

/ / / / /

5 + □ = 10

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/ / /

6 + □ = 10

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/ / /

7 + □ = 10

0 0 0 0
0 0 0 0

8 + □ = 10

0 0 0
0 0 0
0 0 0

9 + □ = 10

/ / / / /
/ / / / /

10 + □ = 10

The second grade mathematics lesson contains the same structures (words for colors and shapes, sentence patterns, and sounds) as the first grade lesson. Even though the meanings of the words may be known by second grade, the teacher should use the same phonological drills to teach or review the more difficult sounds. If the second grade children cannot use English sentences to discuss the colors and shapes, all of the suggested first grade activities are again applicable.

This mathematics lesson contains additional material which requires structural drills: A set of things calls for plural inflection of nouns and verbs. Not all plurals end in /s/, and the objects suggested in this lesson provide examples for final /s/ - /z/ distinctions; marbles, pencils, blocks, books, cookies. These same plural forms also contain some final consonant clusters which will require pronunciation drills. One can be combined with a drill on the use of a and some with objects which can be counted. The pattern would be:

> I have a ____________.
> I have some __________.

The drill would begin with the teacher holding up an object and saying, "I have a crayon." The children hold up the same object and repeat. The teacher then holds up several and says, "I have some crayons," and the children repeat. This should be continued with pencils and books and then as an individual drill with a few children coming to the front of the room to take objects from a table and repeat the sentences. After the meaning has been well established, the teacher should change the technique and provide only "cue words." The teacher, for instance, says "book," and the children recite, "I have a book. I have some books." This should be done rapidly and with many countable nouns until the pattern is automatic.

The pattern may then be expanded and colors given as cue words.

> I have a blue book.
> I have some blue books.

After the pattern has been presented orally, it may be written on the chalkboard or a chart with a line indicating where the cue word is to be inserted. It may be further expanded with other qualitative adjectives to teach the appropriate word order in English.

> I have a big blue book.
> I have some big blue books.

The pattern may be modified as the number of objects in various sets is emphasized.

I have five circles.
I have seven squares.

Demonstrative pronouns and other constructions may also be drilled.

She lost her books.
They read their lesson.

Combinations of sets provide a good situation for introducing more complex sentences. "I have three yellow pencils" and "I have three red pencils." In the lesson, the instructions say "three yellow pencils and three red ones," but this is a more complex transformation of sentence elements. When the nouns have the same referent, the second may be replaced with "ones." This added complexity is not to be avoided, but presented after more basic patterns have been mastered.

Other linguistic forms which may be added to the mathematics lesson are more, less, many, few and any. Patterns should include question and negative transformations.

After all of these suggested patterns have been learned with the names of objects which can be counted, similar patterns should be presented for objects which cannot, such as milk, chalk, and water. Words also form sets, and the sets have different properties. Count nouns, for instance, can occur after numerals and an indefinite article which non-countable (or mass) nouns cannot. Count nouns are also inflected for plural and may take different qualifiers. These properties may be discovered by the children as are the similar properties of other sets they are studying. The categorization of concrete objects should, of course, come first.

MATEMATICAS

Segundo Grado

Unión de Conjuntos

Repaso de adiciones básicas (1-10)

Metas:

Aumentar la habilidad del niño para hacer comparaciones, determinar relaciones, y establecer correspondencias biunívocas (parear).

Un conjunto es un grupo o colección de cosas (elementos).

Ejemplo:

canicas
lápices
amigos
colores
galletas
libros

envases de leche (cartón)
servilletas
popotes
pelotas
cubos (bloques)
tazas

Maestra: Esto no es nada nuevo para ti. Tienes un grupo o colección de canicas. Cada canica es un elemento o miembro del conjunto. También tienes un conjunto de lápices. Tal vez tengas tres lápices amarillos y tres lapices rojos. Cada grupo es un conjunto.

Ahora, los podemos comparar. Cuando los comparamos sabemos más acerca de ellos.

A este pareo se le llama correspondencia biunívoca.

Adiciones básicas:

En cada rectángulo en la proxima pagina dibuja otro conjunto para que la unión de los conjuntos tenga diez elementos.

0 ∫

1 + ☐ = 10

/ / ∫

2 + ☐ = 10

/ / / ∫

3 + ☐ = 10

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4 + ☐ = 10

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5 + ☐ = 10

/ / /
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6 + ☐ = 10

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7 + ☐ = 10

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0 0 0 0 ∫

8 + ☐ = 10

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0 0 0
0 0 0 ∫

9 + ☐ = 10

/ / / / /
/ / / / / ∫

10 + ☐ = 10

MATHEMATICS

Fourth Grade
Geometry

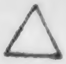
Objectives:

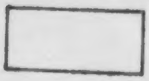
To increase the ability to recognize and to reproduce the four basic geometric forms; the square, the circle, the triangle, and the rectangle.

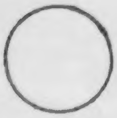
Procedure:

These shapes (figures) the square, circle, triangle, and rectangle are not new to you.

Name these shapes (figures):

1


2.


3.


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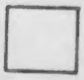


Write the names:

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________

All these figures or shapes are plane figures. These figures are made up of parts of lines on one plane. These figures on one plane do not have thickness.

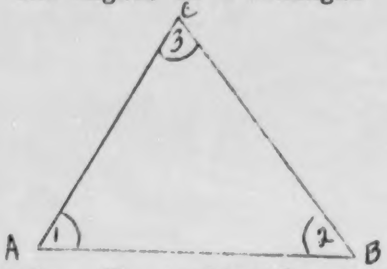
1. Which figures have straight sides?
2. What are the sides called?

THE TRIANGLE

1. How many line segments does this shape have?
2. How many angles does it have?

Shapes that have three angles are called triangles. "Tri" means three. Remember these shapes do not have thickness.

The Angles of a Triangle



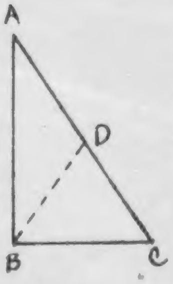
This sign /___ means angle. The angles of a triangle are named as follows:

/__ 1 = BAC

/__ 2 = ABE

/__ 3 = ?

The following figure is a 30° - 60° right triangle. Let the pupils make inferences about the relationship between the angles and the sides when point D is the midpoint at AC. The pupil should have an angle model (protractor).



1. /__ ABC = 90°
2. /__ BAC = 30°
3. /__ BCA = 60°
4. BC = AD = DC or AC = 2BC
5. In /__ ABD, AD = BD,

   In /__ BDC, BD = BC.

The fourth grade lesson in geometry contains the same basic forms as did the first grade lesson discussed above. The additional concepts presented here are thickness, plane surface, and numbers of segments making up a single geometric form. In addition, reading and writing the names of the forms and sentence patterns containing the names should be included in these activities.

Two of the major phonological problems which will have been encountered earlier but need review here are the contrasting /ð/ and /θ/ of this and thick and the many consonant clusters in such words as shapes, figures, and straight.

If the fourth grade children cannot describe the shapes in English sentences, the teacher should use the same drills suggested for the earlier grades or adaptations of them. If only a few students do not know the basic patterns, they constitute a group for special instructions of shapes in different sizes and colors and say, "Tell me about this picture." Asking questions about a picture does not require a whole sentence response on the part of the student.

Many spelling errors are the result of faulty auditory discrimination, and phonological drills are still needed at this grade level for instruction and review. Drills on the placement and ordering of adjectives usually contribute to a more fluent writing style. Expansion drills of the following type are helpful:

T: Circle.
C: That is a circle.
T: Big.
C: That is a big circle.

T: Red.
C: That is a big red circle.
T: John's.
C: That is John's big red circle.

The children may be given scrambled sentences after they can produce the patterns automatically and asked to order them.

Big circle is that John's red.

They may also be given patterns and asked to fill in the blanks with appropriate forms.

Those ____________ circles.
John has three ___________ triangles.
The square is _________ than the rectangle.

MATEMATICAS

Cuatro Ano
Geometria

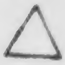
Metas:

Para aumentar la habilidad de reconocer y reproducir las cuatro formas geometricas basicas; el cuadrado, el circulo, el triangulo, y el rectangulo.

Desarrollo:

Estas formas o figuras, el cuadrado, el circulo, el triangulo, y el rectangulo no son nuevas para ti.

Nombra estas figuras o formas:

1.


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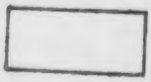

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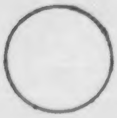

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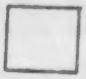


Escribe los nombres:

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________

Todas estas figuras son figuras en un plano. Estas figuras se forman de partes de rectas en un plano. Estas figuras en un plano no tienen espesor.

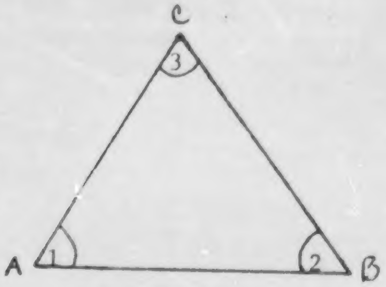
1. Cuales figuras tienen lados derechos? (rectos)
2. Como se les llama a los lados?

EL TRIÁNGULO

1. Cuántos segmentos tiene esta forma?
2. Cuántos ángulos tiene?

Formas que tienen tres ángulos son llamadas triángulos. "Tri" quiere decir tres. Recuerda, estas formas no tienen espesor.

Los Ángulos De Un Triángulo



Este signo /__ quiere decir ángulo. Los ángulos de un triángulo se nombran como sigue:

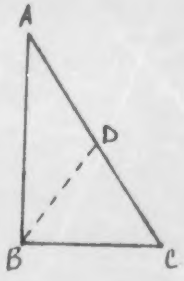
/__ 1 = BAC

/__ 2 = ABC

/__ 3 = ?

La figura que sigue es un triángulo recto 30°--60°. Permita al alumno que haga inferencias acerca de las relaciones entre los ángulos y los lados cuando el punto D divide al lado AC en partes iguales. El alumno debe tener un modelo para medir ángulos.

1. /__ ABC = 90°
2. /__ BAC = 30°
3. /__ BCA = 60°
4. BC = AD = DC o AC = 2BC
5. En el /__ ABD, AD = BD
   En el /__ BDC, BD = BC.



ART

Fifth Grade

Objectives:

The fifth grade art program seeks to provide a variety of varied activities. Two or three dimensional activities can be introduced at this grade level.

Materials:

drawing paper, crayons, plaster of paris, water, molds made from the bottom of plastic containers, photographs, 2" by 2" color slides, 8" by 11" transparencies, films, marble chips, and an overhead projector.

Methods:

Drawings of shapes by the pupils can be colored with crayons or tempera paint to attain a variety of strokes, shades and textural effects.

These same figures can be made of plaster of paris. The designs can be made when the plaster begins to harden. A finger nail file, a dull knife, or any other similar object can serve to cut into the soft plaster. Sand and other coarse materials may be embedded in the plaster.

Broken marble chips that appear to be old may be placed with Elmer's glue on corrugated cardboard on which the figures have been drawn.

This art lesson makes use of straight lines, circles, squares, and rectangles. Point this out to the children.

ARTE

Quinto Grado

Metas:

El programa de arte en el quinto grado busca proveer una variedad de actividades variadas. Actividades de dos y tres dimensiones se pueden introducir en este grado.

Materiales:

Papel para dibujo, colores, yeso, agua, moldes hechos del los fondos de los embases plásticos, proyector "overhead," transparencias 2" por 2" y de 8" por 11," películas, arena, mármol en pedacitos.

Desarrollo:

Los dibujos adjuntos y otros originales de los alumnos pueden iluminarse (colorearse) con colores o con pintura "tempera" para lograr una variedad de pinceladas (brochazos), matices (sombras) y efectos variados en textura.

Estos mismas figuras se pueden hacer de yeso. Los diseños se pueden hacer cuando el yeso principia a endurecer en los moldes. Una lima para las unas o navaja sin filo o algún objeto similar se puede usar para formar el diseño. Area gruesa u otros materiales se pueden incrustar el yeso antes que frangue bien el yeso.

Pedazos de mármol, con aparencia de ser antiguos, se pueden fijar con pegamento "Elmer" en cartón corrugado en el cual se ha dibujado el diseño.

Esta clase en arte hace uso de rectas (líneas), círculos, cuadrados, y rectángulos. Enfatíce esto a los alumnos.

ART

Fifth and Sixth Grades

The fifth grade art lesson expands the concepts presented in the first and fourth grade lessons and adds another dimension to the shapes.

In this and the sixth grade lesson there is very little or no control of structures. Depend entirely on the class at this point. Evaluation is essential. If patterns are learned, progress to more complex; if not, review. In all cases, encourage language use: Describe activites and resulting art forms, allow quiet conversation while working.

Appropriate for either fifth or sixth grade lessons would be prints of Mexican, Spanish, and United States arts to discuss in terms of both forms and cultural factors. Perhaps of interest at the sixth grade level would be to discuss Mexican scenes in English and United States scenes in Spanish. Students may find areas where knowledge of one language or the other is inadequate for such discussion and increase vocabulary and awareness.

Other fifth and sixth grade language activities might include preparation of slides of best pictures and an accompanying tape to show parents or other students.

Students could prepare written descriptions or instructions to accompany their pictures for display on walls or in an art booklet compiled by the class.

Such activities to be in Spanish and/or English, should not have the same description written in both languages on the same day. This would encourage direct translation, which is not desirable. The same pictures could be described in both languages on different occasions and the descriptions placed together on tape, charts, or in an art booklet.

SOCIAL STUDIES

Third Grade
Our Heritage and Our Community

The early explorers arrived to the Americas in 1492. They were pioneers and explored North America. Christopher Columbus landed at San Salvador Island, Bahamas in 1492. Ponce de Leon, another explorer, landed in St. Augustine, Florida on April, 1513. He was followed by Pedro Menendez de Aviles. He took possession of this land for Spain and founded the first settlement. The first English settlement was established in 1607 by the Virginia Company, ninety-four years after Ponce de Leon set foot in Florida.

Shortly after this time, the following universities were established and were in operation before the first American University, Harvard, was established in 1636:

Universidad de Santo Tomás de Aquino	1538
Universidad Naciónal de México	1551
Universidad de Lima, Perú	1554
Universidad de Bogotá, Colombia	1580
Universidad de Quito, Ecuador	1586
Universidad de Cuzco, Perú	1598
Universidad de Charcas, Bolivia	1624
University of Harvard, U.S.A.	1636

Another contribution was the first printing press established in Mexico City in 1535. In 1584 another printing press was established in Perú. Our first printing press was established in Cambridge in 1639.

One of the first hospitals in the new world was established in Mexico City. The contributions of the Spanish and Mexican cultures were many.

Laredo, Texas was established by Don Tomás Sánchez in 1755. He was an officer in the Royal Army of Spain. St. Augustine Plaza was the center of the city. The streets surrounding the plaza are Zaragoza on the south, Grant on the north, St. Augustine on the east and Flores on the west. Zaragoza Street was named after General Ignacio Zaragoza. He was born in Bahía del Espíritu Santo, Texas. His father was Miguel G. Zaragoza from Spain and his mother María de Seguin. Later, on May 5, 1862, he led the Mexican army and defeated the French in the city of Puebla, Mexico. Grant Street was named after one of our presidents, Ulysses S. Grant.

Another legacy from Spain and Mexico is a strong tie with the Catholic Church. The largest and oldest church in Laredo is St. Augustine.

The kiosk at St. Augustine Plaza is typically Mexican. It is the central structure on the plaza which is used by bands to present musical concerts attended by many people. Music and dances from Mexico and Spain are very popular in the city. There are many schools that teach dancing.

The city of Laredo is located on the banks of the Rio Grande (Rio Bravo). The sister city is Nuevo Laredo, Tamaulipas, Mexico. It was established after Laredo, Texas. This is why it took the name of Nuevo Laredo (New Laredo).

Both cities enjoy a very close friendship. They labor together on many projects. The citizens understand each other. They have many things in common. Among these are: language, music hospitality, and friendliness. How wonderful it is to find sister cities that know each other! There is a two-way flow of understanding and cooperation between the two Laredos.

Words which are very similar in two languages often cause even more interference problems than words which are very different because the phonological system of one language is more likely to be transferred to the other. Words which look alike but have different meanings, such as asistir and assist are "false cognates" and are very likely to cause problems for the student.

Calling attention to the cognates in the social studies lesson might make the second language sound a little "friendlier" to the children's ears. The children could then be encouraged to listen for additional cognates in the speech someone is using which is their second language. They should carry a pencil and paper with them to record at least one such word and, perhaps, the sentence in which it is used. These would be brought back to class and discussed. The primary purpose of such a lesson is not vocabulary development, but attitude development and the extension of the listening habits acquired in the language lesson to situations outside the classroom.

There should be very little need for the teacher to control rigidly the language use in the third grade social studies lesson. While the first grade teacher may assume that many or most of the students will not know one of the two languages of instruction in a bilingual program, by the third grade, and beyond, such assumptions are not reliable. A Spanish-speaking student may know enough English vocabulary to get along, but the teacher must realize that he may use the words according to the sound system or word order of his native language (Spanish). It is very likely that the more difficult problems, such as the /š/ - /č/ distinction or adjective placement for Spanish-speaking students learning English will still require intensive practice.

At no time should translation-type learning be encouraged, but the subject matter of the third grade lesson suggests that the relationship between Spanish and English languages might be introduced here along with the other cultural interrelationships between the United States and Mexico. Many place names in the United States are Spanish, and many other words are very similar. We call them "cognates." Even when these words look alike, however, they are pronounced differently, and this might be pointed out with some of the words in the lesson. *Universidad*, for instance corresponds to *university*, and *operation*, *possession*, *constitution*, and other good examples are included in the social studies lesson.

CIENCIAS SOCIALES

Tercer Grado
Nuestra Herencia y Nuestra Comunidad

Los primeros exploradores llegaron a las Américas en 1492. Fueron precursores y expoloraron las Américas. Cristóbal Colón llegó a la isla de San Salvador, Bahamas en 1492. Ponce de León pisó tierra en San Agustín, Florida en abril de 1513. Le siguió Pedro Menendez de Avilés. Tomó posesión de esta tierra en nombre de España y fundó la primera población. La primera población inglesa se fundó en 1607 por la Compañia de Virginia, noventa y cuatro años después de haber pisado tierra Ponce de León.

Poco después, las siguientes universidades se establecieron y estaban en operación antes que la primera universidad americana, Harvard, se estableciera:

Universidad de Santo Tomás de Aquino	1538
Universidad Nacíonal de México	1551
Universidad de Lima	1554
Universidad de Bogotá	1580
Universidad de Quito	1586
Universidad de Cuzco, Peru	1598
Universidad de Characas, Bolivia	1624
Universidad de Harbard, U. S. A.	1636

Otra contribución fué la primera imprenta establecida en la ciudad de México en 1535. En 1584 otra imprenta se estableció en Perú. La primera imprenta nuestra se estableció en Cambridge en 1639.

Uno de los primeros hospitales en el nuevo mundo se estableció en la ciudad de México. Las contribuciones culturales de España y de México fueron muchas.

Don Tomás Sanchéz estableció Laredo, Texas en 1775. Era un official del Ejercito Real Español. La Plaza de San Agustín era el centro de la ciudad. Las calles que rodean la plaza son Zaragoza al sur, Grant al norte, San Agustín al este y Flores al oeste. La calle de Zaragoza se nombró en honor del General Ignacio Zaragoza. Nació en Bahía del Espíritu Santo, Texas. Su padre fue Miguel G. Zaragoza de España y su madre Maria de Seguin. Más tarde, el 5 de mayo de 1862, derrotó al ejercito francés en la ciudad de Puebla, México. La calle Grant se nombró en honor de uno de nuestros presidentes, el general Ulysses S. Grant.

Otra herencia de España y de México fué el vínculo fuerte con la iglesia católica. La iglesia más grande y más antigua en Laredo es San Agustín.

El kiosko en la Plaza de San Agustín es típicamente mexicano. Es la estructural central en la plaza que usan las bandas que presentan conciertos musicales. Música y danzas de México y de España son muy populares en la ciudad. Existen muchas escuelas que ensenan estos bailes.

La ciudad de Laredo esta situada en la ribera del Rio Grande (Rio Bravo). La ciudad hermana es Nuevo Laredo, Tamaulipas, Mexico. Se estableció después de Laredo, Texas. Por eso se llama Nuevo Laredo.

Las dos ciudades gozan de una amistad muy cercana. Laboran juntas en muchos proyectos. Los ciudadanos se entienden los unos a los otros. Tienen muchas cosas en común: lenguaje, música, hospitalidad, y amistad. Que hermoso es encontrar ciudades hermanas que se conocen! Hay un canal abierto, en doble sentido, de entendimiento y cooperación entre los dos Laredos.

SOCIAL STUDIES

Sixth Grade
Present Day Mexico

Mexico is in North America. It is our sister republic to the south. It borders with the state of Texas and other southwestern states on the north and with Guatemala on the south. The Gulf of Mexico is to the east and the Pacific Ocean to the west.

Mexico has made great progress in the last twenty years. Like in the United States, the principal cities have grown. In some regions the people have left the small towns to make their homes in the larger cities.

The principal city in northern Mexico is Monterrey. It is the "Pittsburg" of Mexico. Large steel mills furnish the building materials that are needed for the building boom in all Mexico. A large German automobile plant has been dismantled and rebuilt in Monterrey. Other American and European plants assemble automobiles in Mexico.

There are many excellent schools in Monterrey. There is one state university, University of Nuevo Leon, and the Technological Institute. The former institution prepares many engineers and technicians for the booming industry of our friendly neighbor. Every year about 900 students from the United States enroll in summer school. Most of these students study Spanish.

To the south of Monterrey is Mexico City. It is the capital of the republic. Mexico, D.F., (city) is one of the most beautiful cities in the world. Like Washington, District of Columbia, Mexico City is in a special district, Mexico, Distrito Federal. Mexico City is one of the largest cities in the world. The population is over six million. Besides its beauty and size Mexico City is about 7,000 feet above sea level. The National University of Mexico is also one of the largest and most beautiful educational institutions. Large murals made of tile tell of its history and of its struggles. It is also one of the oldest universities in the Americas. It was founded in 1551. The enrollment, today, is in excess of 75,000 students. This figure will let you know that it is one of the largest in the world.

There are other similarities with the United States. The lives of two of its heroes, Abraham Lincoln and Benito Juarez parallel.

How striking is the similarity between the two great men, both leaders in the struggle for liberty.

Both were born in humble country homes. Juarez was born near the beautiful lake of Guelatao, State of Oaxaca, and when a child was a simple little sheep herder. Lincoln was born in a farm near the forests and worked as a rail splitter.

Studious and eager to become someone, both became lawyers and both reached the presidency of the two republics. Both were endowed with wisdom and sound practical spirit, profound convictions, logically ordered ideas, a deep (strong) moral sense, and an iron will.

One fought to free the slaves and the other to free his country from the unjust French invaders. Lincoln from Washington decreed: "That as of the first of January 1863 any person held as a slave would be free thenceforth and forever more." Juarez said: "Among individuals, as among nations, peace constitutes respect for the rights of others." Both had the fortune to save their country: Lincoln from the disunity and Juarez from the unjust invasion by the French. Both died when according to Walt Whitman each ship of the state had been "anchored safe and sound." These two great men will live in the memory and in the hearts of the people of each nation and of the world.

CIENCIAS SOCIALES
Sexto Grado
El México de Hoy

México está en Norte America. Es nuestra república hermana al sur. Tiene frontera con Texas y otros estados del sudoeste al norte y con Guatemala al sur. El Golfo de México está a este y el Océano Pacífico al oeste.

Los Estados Unidos de México han progresado mucho en los últimos viente años. Como en los Estados Unidos del Norte (U.S.A.) las ciudades principales han crecido. En algunas regiones la gente ha salido de los pueblos para hacer sus hogares en las ciudades grandes.

La ciudad principal en la parte norte de México es Monterrey. Es el "Pittsburgh" de México. Grandes hornos de acero proveen los materiales necesarios para construcciones que abundan en todo México. Una fábrica grande de automóbiles fue desmatelada en Alemania y reconstruida en Monterrey. Otras plantas americanas y europeas arman automóbiles en México.

Hay muchas escuelas excelentes en Monterrey. Hay una universidad del estado, Universidad de Nuevo León, y el Instituto Tecnológico. Este último prepara a muchos ingenieros y técnicos para la industria que prospera a grandes pasos en México, nuestro buen vecino. Cada año como 900 alumnos de los Estados Unidos se matriculan en la escuela de verano. La mayor parte de estos alumnos estudian español.

Al sur de Monterrey está la Ciudad de México. Es la capital de la república. México, D. F. es una de las ciudades mas hermosas del mundo. Como Washington, Distrito de Colombia, la Ciudad de México está en un distrito especial, El Distrito Federal. La Ciudad de México es una de las ciudades más grandes del mundo. La población es más de seis millones. Además de su belleza y tamaño, la Ciudad de México está como 7,000 pies sobre el nivel del mar.

La Universidad Nacional de México es también una de las más hermosas. Grandes murales, hechos de mosaico relatan su historia y luchas. Es también una de las más antiguas en las Americas. Se fundó en 1551. Hoy en día, la matricula es más de 75,000 alumnos. Por esta cifra conocerán que es una de las más grandes del mundo.

Hay otras similaridades con los Estados Unidos. Las vidas de dos de sus héroes Abraham Lincoln y Benito Juárez paralelan.

Qué impresionante es la semejanza entre estos dos grandes hombres, adalides de la libertad!

Ambos fueron campesions que nacieron en cuna humilde. Juárez nació a la orilla del lago hermosísimo de Guelatao, estado de Oaxaca, y cuando niño fue sencillo pastorcito.

Lincoln nació en una granja en la proximidad del bosque y fué recio leñador desde su infancia. Amantes del estudio y ansiosos de elevación, ambos se hicieron abogados y alcanzaron la presidencia de las dos republicas. Fueron varones sensatos, de gran espíritu práctico, de profundas convicciones, de un hondo sentido moral y de una voluntad de acero.

Uno luchó por la libertad de los esclavos y el otro por la libertad de la Patria. Lincoln, desde Washington, D. C., decretó: el primero de enero de 1863 toda persona tenida por esclavo será libre desde entonce y para siempre." Juárez dijo: "entre los individuos, como entre las naciones, el respeto al derecho ajeno es la paz." Ambos tuvieron la fortuna de salvar a su Patria: Lincoln de la desunión, y Juárez de la injusta invación francesa. Murieron ambos cuando, según Walt Whitman, "esta el barco anclado sano y salvo, terminado y cumplido su viaje." Estos dos grandes hombres vivirán en la memoria y en el corazon de sus pueblos y del mundo entero.

WHERE TO GO WHEN YOU WANT TO START A PROGRAM IN BILINGUAL EDUCATION

First, it is not feasible for a bilingual program director from SPI to come to your school to provide you with the teacher, aide or tutor that you so desperately need. This frequently means that you as an administrator or teacher must raise the money yourself. That can be accomplished by writing a proposal and submitting an application for either state monies or federal monies. To begin the process contact one of the bilingual directors listed in this guide for suggestions on how to proceed, and/or call or write your state department of education describing generally what you would like to do and from there a plan for your action can develop with help and technical assistance from the state personnel.

There is a great need for you as an educator to understand the philosophy of federal funding and also the process for funding. First, chances are if your school district NOW has bilingual/bicultural children to educate, it will have such children FOR A LONG TIME TO COME. What this means, of course, is that as an educator, you must find a system and a plan to meet the needs of these children, which will be ongoing. Since Federal and state monies, even if after you apply for them and get them, do not go on forever, (in fact they rarely last beyond 1 to 5 years), you as an educator have to develop the capacity in your school, after federal and state monies run out, to provide equal educational opportunity for children with bilingual/bicultural needs. Therefore, in writing your grant, the training of existing personnel, the improvement of attitudes of staff towards bilingual/bicultural education, the improvement of staffs skills in locating bilingual/bicultural resources, and the development of staffs skills in curriculum related to bilingual/bicultural materials are all goals which if funded would have an ongoing effect. This is what federal offices look for when they fund school districts for bilingual/bicultural programs; its called a "capacity building" effect.

STEPS TO FOLLOW IN PLANNING TO DEVELOP A PROPOSAL FOR FUNDING

1. Contact a program director in Washington State (see Bilingual Program Directory section) and describe what you are interested in or if you are not sure, indicate what your problem is and ask for suggestions on what you can do to alleviate the problem.

2. Contact the people listed below in the office of the Superintendent of Public Instruction and ask them for help in starting a program or in getting assistance:

   Asian American Specialist - Larry Matsuda - Equal Education Opportunities (206) 753-2560

   Mexican American Specialist - Rebecca Hobbs - Equal Education Opportunities (206) 753-2560

   Foreign Language Supervisor - Keith Crosbie - Curriculum and Instruction (206) 753-6710

Asian Bilingual Consultant - Tony Olgilvie - Equal Education Opportunities (206) 587-3490

Spanish Language Bilingual Consultant - Berta Ortega - Equal Education Opportunities (509) 865-5984 or (509) 575-4233

3. Collect as much information as you can on your target children:

   How many are there?
   How are they doing on achievement tests in comparison to other children?
   How many staff do you now have, if any that can serve these children?
   Do a survey of your teachers to find out how many would be interested in participating in a special program?
   How many parents would like such a program?
   Do a survey of bilingual education needs?

4. Ask your district superintendent, if you are a teacher, what you could do to start a program.

5. If you are a superintendent, plan to attend a dissemination meeting scheduled by Region X for getting information or funding for bilingual programs, or make contact with:

   Pete Suazo, (206) 442-0450
   Region X, USOE, Seattle

6. Set up a small committee of educators, administrators and parents to work on your project proposal.

7. Begin to write a narrative of what type of program you would like to have.

SELECTED BILINGUAL PROGRAM DIRECTORY

PROYECTO SABER

Contact: Juan F. Espinoza, Program Manager
2600 S.W. Thistle, Chief Sealth H. S.
Seattle, WA 98126

(206) 587-3596

Source of Funding: URRD

Spanish, English

Program Description:

Elementary and secondary schools in District Region II are reached. Bilingual tutoring in spelling, reading and math is provided. Counseling services are provided for all Chicano students in Region II of the Seattle Public Schools and for former students. Students who are interested in pursuing higher educational or occupational goals are counseled and tutored. Some drop out counseling is provided.

COMPREHENSIVE EARLY EDUCATION MODEL

Contact: Mike Prudhomme, Director
Longfellow Elementary
Early Childhood Education Program
Pasco School District #1
8th and Shoshone
Pasco, WA 99301

(509) 547-4352

Source of Funding: Local and URRD

Spanish, English

Program Description:

This is a preschool program. Individualized instruction in reading, English as a second language. Individualized instruction in Spanish and English in preacademic, motor, self help and language skills, English as a second language mixed model of instruction, all children taught second language, classroom activities and staffing reflective of child's culture, multi-ethnic multi-cultural social studies program. Preservice and inservice training and curriculum development assistance provided by assistance from UW, CWSC and selected consultants. The program is located at Longfellow Elementary School and serves 4-6 year old children residing in Pasco. Approximately 18 vocational high school and college students receive on site training and practical experience in the program yearly.

CHICANO BILINGUAL BICULTURAL TRAINING INSTITUTE

Contact: Gabriel M. Cardenas, Director
Wilson Hall, Chicano Studies
WSU
Pullman, WA 99163

(509) 335-2224

Source of Funding: Title IV, Civil Rights Act, Training Institutes-A

Spanish, English

Program Description:

Training for teacher aides in primary grades is the focus of this program. A combination of preservice and inservice training is provided. A six week summer institute in four basic areas: Bilingual Teaching Methodology, Chicano Culture, Spanish Language, and Bilingual Education and Child Development. Three one-day workshops conducted during the 9 month follow up institute of the 40 participants held at 2 month intervals. Two hours per month of inservice training and assistance to each participant of the Bilingual Bicultural Training Institute for the nine month school year. Training is provided to personnel of seven school districts in the lower Yakima Valley.

BILINGUAL PROGRAMS OFFICE, SEATTLE SCHOOL DISTRICT

Contact: Paul McRill, Coordinator of Bilingual Programs
Seattle Public Schools
815 4th Ave. N.
Seattle, WA 98109

(206) 587-6361

Source of Funding: URRD, Local School District Funds

Cantonese, Tagalog, Ilokano, Spanish, Samoan, Korean

Program Description:

Numerous programs, not all of which are titled are operating in the Seattle district, and are coordinated through the Bilingual Programs office. K-12 grade levels are involved. The Bilingual Programs office has been in operation for 5 years. Home language instruction in language arts, social studies, math. Also ESL and special culture studies, counseling, tutoring varies widely from school to school and between school levels. Training programs for building staff in ESL and intercultural awareness. Chinese and Filipino curriculum teams work in the district. There is an extensive TESOL program. 8 schools in Bilingual Bicultural programs and 4 more are planned. 20 schools are involved in ESL.

CLEVELAND MERCER BILINGUAL PROGRAM

Contact: Dean Sanders, Principal
Seattle School District #1
Mercer Jr. High School
1600 S. Columbian Way
Seattle, WA

(206) 587-6476

Source of Funding: URRD

Cantonese, Tagalog, Mandarin, Taiwanese, Visayan, Korean, Spanish, Samoan, Vietnamese

Program Description:

The program in its second year reaches junior and senior high grade levels. Approximately 250 Asian American students are involved in the program. Bilingual instruction in content areas of social studies and science plus bilingual tutoring in all subject matter areas is provided. Multi-cultural activities are incorporated into the academic program. Positive image building activities is an integral part of the program. A trilingual orientation program was presented for community, parents, and staff in the southeast Seattle area. Trilingual communication (oral and written) to parents is a strong emphasis. Bilingual counseling assistance is also provided. The service area is primarily 2 secondary schools (Cleveland High School and Mercer Junior High School) in the southeast areas of Seattle. However, because of the unique services provided, Asian students from other secondary schools in Seattle have been granted transfers into Mercer and Cleveland.

BEACON HILL PROJECT

Contact: Nancy Chin, Bilingual Program Manager
Seattle Bilingual Programs Office
520 N.E. Ravenna Blvd.
Seattle, WA 98115

(206) 587-5688

Source of Funding: URRD

Spanish, Tagalog, Ilokano, Cantonese

Program Description:

The native language of the child, tutoring and small group instruction is provided in all subject areas. ESL is provided. Cultural enrichment classes are provided at all schools. A series of workshops on administration, scoring and analysis of the Mat-Sea-Cal oral proficiency tests were given. Language dominance tests in English, Tagalog, Ilokano, Cantanese, Mandarin and Spanish for K-4 were developed. A district wide survey of the number of children of limited English speaking ability as well as a survey of personnel understanding of bilingual education was conducted.

BILINGUAL, YES (YAKIMA, ENGLISH, SPANISH) PROGRAM

Contact: Fred Diaz, Coordinator
617 Madison Ave.
Toppenish, WA 98948

(509) 865-5672

Source of Funding: Title VII, ESAA

Spanish, Yakima, English

Program Description:

K-3 grade levels are involved. Preservice, inservice and exit workshops in all programs are given, about 4 weeks total. Consultant services and curriculum development assistance is provided to teachers. Lincoln elementary, Garfield elementary, Mount Adams Middle School, and McKinley Elementary are included. Approximately 248 children are involved in the program.

BILINGUAL TEACHER EDUCATION PROGRAM

Contact: Juan Juarez, Director
120 Miller Hall DQ 12
College of Education, UW
Seattle, WA 98195

(206) 543-6636

Source of Funding: University of Washington, ESEA, Title VII

Spanish, English

Program Description:

The program represents preservice, inservice and graduate work at the University of Washington College of Education to be conducted on the campus beginning in September, 1975. There is a program for master or doctoral trainers of bilingual teachers, a concurrent program for elementary and secondary bilingual teachers, inservice training, practical laboratory work in local schools all are designed to form an interdependent and synchronized system. The programs for the college trainers of teachers and for the elementary and secondary bilingual/bicultural teacher participants include work in various disciplines, in the methodology, research, curriculum of bilingual/bicultural education and practical field work. The programs for the groups closely parallel each other and are coordinated to ensure maximum interaction between the bilingual/bicultural college trainers of teachers, the elementary and secondary teacher participants, and the cooperating public schools.

TRAINING MIGRANT PARAPROFESSIONALS IN THE BILINGUAL MINI HEAD START

Contact: Louise Gustafson, Project Manager
Box 2367
Pasco, WA 99302

(509) 547-8442

Source of Funding: URRD, Washington State Head Start
Title VII ESEA Federal Head Start
Title IV-A

Spanish, English

Program Description:

The Behavior Analysis model is used with instruction in Math, Reading, Handwriting, Language and Cultural Heritage. All paraprofessional staff are involved in project developed training. This training is done on a daily basis at all centers. The project employs an internal evaluator for project purposes. Results of student achievement are reported in semi-annual reports to Title VII and URRD. 283 Chicano and 22 Caucasian students are involved in the program. The project serves children in the Moses Lake and North Franklin areas from age 3-7 or 8 on a year round basis. During the migrant season the project serves target children from Texas at 5-8 other sites in the Yakima Valley, Walla Walla, Pasco and Lynden areas. 5 certified staff and 25-30 classified staff are involved.

YAKIMA VALLEY BILINGUAL/BICULTURAL PROJECT

Contact: Larry R. Shaw, Director
Educational Service District, 105
103 Courthouse
Yakima, WA

Lonnie Juarez
Curriculum Director

Dolores de Gaviglio
Teacher Aide Trainer

(509) 248-2521 ext. 231

Source of Funding: Title VII, LSEA

Spanish, English

Program Description:

K-8 grade levels are involved. Program has been in operation for 5 years. Bilingual instruction is provided in all subject matter areas. Much emphasis is placed on comprehension regardless of language needed for instruction. Comprehensive degree oriented training for teacher aides is sought and training in bilingual techniques and methodology for teachers and aides is provided. Pre-service workshops deal with bilingual philosophy, techniques, culture and learning centers and basic principles of learning. Consultants in specialized fields of education are brought in to provide technical assistance to classroom teachers. Adoption of existing materials is practiced. Five school districts in the Yakima Valley are included: Yakima, Toppenish, Grandview, Sunnyside and Prosser.

MULTI-CULTURAL/MULTI-ETHNIC INSTITUTE FOR TRAINING PERSONNEL TO SELECT, DEVELOP AND UTILIZE CULTURALLY VALID K-12 SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Contact: Dr. Pio De Cano, Director
Black Hall, Department of Education, CWSC
Ellensburg, WA 98926

(509) 963-3414

Source of Funding: Title IV, Civil Rights Act, 1964

Spanish, Indian, English, Asian

Program Description:

The director is interested in cooperative relationships and setting up linkages with other multi-cultural and multi-ethnic bilingual programs in the state and in Federal Region X. Social Science teachers K-12 in 8 cooperating school districts (Othello, Yakima, Sunnyside, Granger, Pasco, Mabton, Wapato, Toppenish) receive institute training in the use and development of multi-cultural social science materials. Consultants and curriculum specialists work with participating teachers. Social science curriculum evaluation instruments will be examined as part of the institute workshops. Current social science curriculum materials from local education agencies and publishers will be examined and analyzed by participants. Collecting materials with a social science focus from various publishers will occur.

GENERAL (LAU) ASSISTANCE CENTER FOR BILINGUAL EDUCATION

Contact: Dr. Antonio Fernandez, Director
N.W. Regional Educational Laboratory
710 S.W. Second Ave.
Portland, OR 97204

(503) 224-3650

Source of Funding: Title IV, Civil Rights Act, 1964

Spanish, Indian, Asian

Program Description:

Provides assessment assistance to school districts who are in non-compliance with civil rights law as related to needs of children of limited English speaking ability. Resource materials and curriculum materials are available through the center. School districts in Region X (Oregon, Washington Alaska and Idaho) as well as in the Pacific Islands are included in program activities.

BILINGUAL CONSULTANTS: SPI

Contact: A. Barretto Olgilvie, Asian Languages Consultant (206) 587-3490
Marshall Curriculum Center
Seattle School District
520 N.E. Ravenna Blvd.
Seattle, WA

Berta Ortega, Spanish Language Consultant (509) 754-2011
or (509) 865-5984
Educational Service District #105
Yakima, WA

Source of Funding: Title IV, Civil Rights Act

Program Description:

Mr. Olgilvie is headquartered in Seattle and Ms. Ortega is headquartered in Yakima, Washington. Both conduct workshops on bilingual education training for teachers and administrators, bilingual materials, parent and community involvement in bilingual education.

TEACHER TRAINING PROGRAM: RIGHT TO READ IN EVERY CULTURE

Contact: Dr. Michael A. Balasa, Asst. Prof.
Dept. of Education, Cleveland Hall
WSU
Pullman, WA 99163

(509) 335-3014

Source of Funding: Right to Read

Program Description:

This program trains teachers about some aspects of teaching reading in a bilingual classroom.

INDIAN LANGUAGE, INDIAN (NORTHWEST) CULTURE, COMPENSATORY EDUCATION BILINGUAL

Contact: James A. Traver, Ad. Asst.
Mt. Adams School District #209
White Swan, WA 98952

(509) 874-2611

Source of Funding: JOM, Title I, Migrant, Title IV, Indian Education Act

Indian and Spanish

Program Description:

Grades K-12 are involved. Individual and small group instruction in math and reading, English as a second language in Spanish, class instruction in Indian culture and history, tutoring for Indian students in academic deficiencies. College summer courses mainly for aides in math, reading, science, and Chicano culture are provided.

SUMMER MIGRANT TITLE I SCHOOL COOPERATIVE WITH EDUCATIONAL SCHOOL DISTRICT #123

Contact: Franklin B. Hansen, Superintendent
Walla Walla School District #140
364 South Park Street
Walla Walla, WA 99362

(509) 525-6042

Source of Funding: ESEA Title I, Migrant, Blue Mountain Action Council
Green Giant Company

Spanish, English

Program Description:

This is a summer program which provides small group instruction in reading, math culture, history art recreation, and PE. School District #250, College Place, Touchet Schools, Prescott School District, Walla Walla Public Schools, in ESD #123 participate.

THE MIGRANT TEACHER: A SCHOOL ON WHEELS

Contact: E. Michael Kipp, Fiscal Officer
ESD #114
P.O. Box 155, Federal Building
Port Townsend, WA 98368

(206) 385-2055

Source of Funding: ESEA Title I

Spanish, English

Program Description:

This is a program which helps to recruit migrant students into school by providing students with opportunities to participate in education activities, recreational and self awareness activities. A basic ESL orientation is provided.

NORTHWEST RURAL OPPORTUNITIES

Contact: Ricardo Garcia, Exec. Director
305 Euclid
Grandview, WA 98930

(509) 882-2991

Source of Funding: Title XX, SSA, DSHS, DOL, CETA III, 303, HEW, Parent Child Centers, Talent Search

Spanish, English

Program Description:

Basic Skills training in a bilingual format. This is a multi-service agency for migrants which likes to work with school districts cooperatively. ESL, GED, ABE Secretarial, Gas Engine Repair are all taught bilingually. A bilingual/ bicultural program for 1400 children 0-4 years of age is provided. Regional offices in Skagit-Whatcom, Columbia Basin, Yakima Valley and Walla Walla are established.

URRD BILINGUAL PROGRAMS

URRD BILINGUAL PROGRAMS

The Urban Rural Racial Disadvantaged (URRD) Program is a compensatory education program funded by the State of Washington. Approximately 14 bilingual programs have been funded in the 1974-75 fiscal year.

Mr. Walt Barbee is the Director of URRD and can be reached in SPI at (206) 753-3222. Call the school districts listed for information on the programs where no contact is given. (See Bilingual Program Directory for information on some URRD projects.)

Contact	School District	Phone & Address
Don Hughes	Sunnyside, Bilingual Classes, Spanish	(509) 837-5851
Frances Childs	Kennewick, Personalized Assistance for Bilingual Biculture Children	(509) 586-6124
Louise Gustafson	Mabton, Bilingual Mini School Tutoring Project, Spanish	(509) 547-8442
Robert Kellman	Yakima, Bilingual, Spanish	(509) 575-3230
	Granger, Bilingual, Spanish	
	Lynden, Bilingual Classroom, Spanish	
	College Place, Bilingual, Spanish	
Mike Prudhomme	Pasco, Model Bilingual Classroom Early Childhood Education, Spanish	(509) 547-4352
Carl Dellaccio	Tacoma, Project International, Asian	(206)587-6361
Ernestene Givan Juan Espinosa	Seattle, Chinese English School Proyecto Saber, Spanish Cleveland Mercer Asian Bilingual Franklin Bilingual, Spanish & Asian	(206) 587-6361

MIGRANT PROGRAMS IN WASHINGTON STATE SCHOOLS
WITH BILINGUAL COMPONENTS

The migrant office in SPI is headed by Raul de la Rosa. His phone number is (206) 753-3220. Following is a list of programs funded by the SPI Migrant Office in Washington State. Frequently these programs reflect some form of bilingual programming. (See Glossary of Bilingual Education terms for definitions of types of bilingual programs.)

In addition the Migrant Education Center at Sunnyside, Washington is headed by Miguel Esquivel and is located at:

P.O. Box 719
Sunnyside, WA 98944
(509) 837-4344

This center has curriculum resources and media available as well as a Parent Advisory Committee Consultant available.

WASHINGTON STATE SCHOOL DISTRICTS IMPLEMENTING MIGRANT PROGRAMS WITH BILINGUAL COMPONENTS 1974-75

DISTRICT	COUNTY	SUPERINTENDENT	ADDRESS	PHONE
Burl.-Edison #100	SK	Nathaniel Moore	936 Victoria, Burlington 98233	755-2611
Brewster #111	OK	Clyde J. Brown	Box 97, Brewster 98812	689-2115
Bridgeport #75	DO	Harry W. Rhodes	Box 1086, Bridgport 98813	686-3361
Cashmere #222	CH	Richard D. Johnson	Cashmere 98815	782-3355
College Place #250	WW	Don J. Campbell	40 S.E. Birch, College Place 99324	525-4827
Conway #317	SK	James P. Patterson	1798 Conway Hill Rd., M.V. 98273	445-5785
Dayton #2	CO	Victor C. Anderson	302 F. Park, Dayton 99328	382-2544
Entiat #127	CH	Sigvald O. Aase	Box 517, Entiat 98822	784-1911
Grandview #116-200	YA	Darrell E. Smith	Box 10, Grandview 98930	882-2271
Granger #204	YA	Brian L. Talbott	Box 400, Granger 98932	854-1515
Highland #203	YA	Patrick T. Hoban	Cowiche 98923	678-4173
ESD #123	WW	John Thrasher	Cty. Serv. Bldg.,Walla Walla 99362	529-3700
ESD #167 (Coop)	CH	Peter N. Lolos	Courthouse, Wenatchee 98801	662-5129
ESD #108	WH	Fred D. Chesterley	P.O. Box 517, Bellingham 98225	734-3180
Kennewick #17	BE	Dr. Donald Anderson	200 S. Dayton, Kennewick 99336	586-6124
Kiona-Benton #52	BE	Wallace W. Meyer	Box 488, Benton City 99320	588-3717
LaConner #311	SK	Dr. Paul Avery	Box D, LaConner 98257	466-3171
Lake Chelan #129	CH	Dr. Royal A. LaPlante	Chelan 98816	682-2912
Lind #158	AD	Dr. B. Dewayne Gower	Lind 99341	OR7-3409
Mabton #120	YA	Roland Flory	Box 37, Mabton 98935	894-4852
Manson #19	CH	Kenneth D. Bradshaw	Box A. Manson 98831	687-3114
Moses Lake #161	GR	John D. Gibbs	1318 W. Ivy, Moses Lake 98837	765-3485
Mount Adams #209	YA	Ronald H. Dalin	White Swan 98952	874-2440
Mount Vernon #320	SK	Thomas J. Pollino	1219 E. Division, MV 98273	336-6114
Naches Valley #JT3	YA	James Spooner	Box 66, Naches 98937	653-2220
North Franklin #51	FR	John A. Larson	Connell 99326	234-2031
Okanogan #105	OK	Theodore Pitts	Okanogan 98840	422-3629
Omak #19	OK	John R. Turner	Box 833, Omak 98841	826-0320
Orondo #13	DO	Gary Kinzebach	Star Route, Orondo 98848	784-1333
Oroville #410	OK	Dr. Russell C. Neff	Box 100, Oroville 98844	476-2281
Othello #147	AD	Thomas B. Lyda	800 S. 10th, Othello 99344	488-2659
Pasco #1	FR	Dr. H. Jay Childers	1004 N. 16th Street, Pasco 99301	547-9531
Peshastin-Dryden #200	CH	William Shelley	Box 408, Peshastin 98847	548-7611
Prescott #402-37	WW	Lloyd D. Olson, Prin.	Box 65, Prescott 99348	849-2217
Prosser #116	PE	Herbert M. Berg	Box 430, Prosser 99350	985-3501
Quincy #144	GR	Dr. Theodore Johnson	119 J St. S.W., Quincy 98846	787-4571
Royal #160	GR	William F. Halpin	Box 486, Royal City 99357	346-2222
Selah #119	YA	Charles McNurlin	Box 398, Selah 98942	697-7243
Sunnyside #201	YA	Ralph A. Pistorese	Box 599, Sunnyside 98944	837-5851
Toppenish #202	YA	Hugh Barr	106 Franklin, Toppenish 98948	865-4455
Wapato #207	YA	William J. Hoppes	Box 38, Wapato 98951	877-4181
Warden #146-161	GR	Ray Sheahan	Box 308, Warden 98857	349-2366
Wenatchee #246	CH	Jack Hill	235 Sunset, Wenatchee 98801	663-8161
West Valley #208	YA	Dr. Walter Seiler	8902 Zier Rd., Yakima 98902	966-1440
Yakima #7	YA	Dr. Warren Starr	104 N. 4th, Yakima 98902	248-3030
Zillah #205	YA	Earl E. Crosby	Box 777, Zillah 98953	829-5911
Tonasket #404	OK	Gerald E. Hosman	Box 468, Tonasket 98855	486-2126
Sedro Woolley	SK	Robert Warnecke	Rt. 4, Box 220 Sedro Woolley 98284	856-0831

ESEA, TITLE VII
BILINGUAL CENTERS

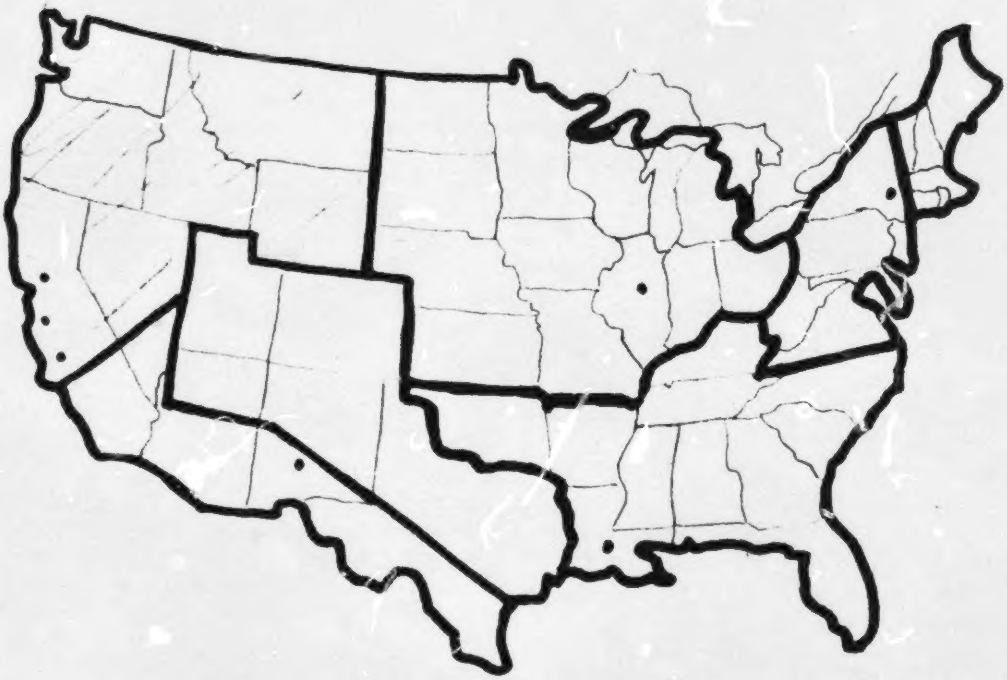
ESEA, TITLE VII

On the following page is a list of centers funded nationwide by Title VII ESEA for bilingual bicultural education. A definition of the types of centers funded follows.

Assessment/Dissemination Centers provide evaluation data on bilingual material effectiveness and student needs to agencies requesting this information. They also send bilingual materials (at cost) to districts requesting them for their bilingual classrooms, to Materials Development Centers to assess what materials are already available and which need to be developed, and finally, to Resource Centers that will train teachers as to the various methods of using bilingual materials and will field-test the new materials.

Material Development Centers acquire bilingual materials, adapt already existing ones, and develop new materials which will then be field-tested by the Resource Centers.

Resource Centers provide the most immediate services to the student. They focus on teacher training and preparation, assessment, adaptation and field-testing bilingual/bicultural education. There are seven (7) Resource Centers and their service areas cover the whole nation (See map).



RESOURCE CENTERS (7) AND THEIR SERVICE AREAS
(Shaded area includes Washington State)

ESEA TITLE VII CENTERS

CENTRAL STATES AREA

NAME OF CENTER	ADDRESS	NAME OF DIRECTOR	PHONE #	TYPE OF CENTER
Milwaukee Dev. Center	5225 West Vliet St. P.O. Dr. W 10K Milwaukee, WI 53201	Francisco Urbina	414-475-8305	Materials Dev.
Education Service Center	6504 Tracor Lane Austin, TX 78721	Ernesto Perez Ross Goldsmith	512-926-8080	Dissemination/ Assessment
Resource Center	506 S. Dwyer Arlington Hgts., Ill Northwest Educational Cooperative	Meria Medina Swanson	312-255-9820	Resource
Resource Center	Univ. of Southwestern Louisiana East University Avenue Lafayette, LA 70501	Robert Fontanet Dr Barnett	318-233-3850	Resource
Materials Dev. Center	Fort Worth I.S.D. 3210 W. Lancaster Fort Worth, TX 76107	James Lehman Carlos Perez	817-336-8311	Material Dev.
Dissemination Center	University of Texas at San Antonio 4242 Piedras Drive East San Antonio, TX 78284	Juan Solis Ernie Perez	512-926-8080	Assessment
Material Development	Ramah Navajo School Ed. Box 248 Ramah, NM	Chuck Bleskan	505-783-5801	Material Dev.
Resource Center	Univ. of New Mexico College of Education Albuquerque, NM 87131	Jose Gandert	505-277-2231	Resource

ESEA TITLE VII CENTERS

WESTERN STATES AREA

NAME OF CENTER	ADDRESS	NAME OF DIRECTOR	PHONE #	TYPE OF CENTER
Babel/Cima Resource Center	Berkeley Unified S.D. 2168 Shattuck Ave. Berkeley, CA 94704	Roberto Cruz	415-644-6154	Resource
Asian - American Materials Development Center	Berkeley Unified S.D. 2169 Shattuck Ave. Berkeley, CA 94704	Linda Wing	415-848-3199	Materials
Institute for Cultural Pluralism	San Diego U.S.D. 4100 Normal St. San Diego, CA 92102	Rafael Fernandez	714-286-5193	Resource
Materials Development Center	Univ. of Arizona/Nogales Region I Ed. Service Center Pima County College 1437 East 2nd St. Tucson, AZ 85721	Elizabeth Antley	602-884-1618	Materials
Materials Development Center	California State Polytechnic Univ. Pomona Office of Teacher Preparation 3801 W. Temple Ave. Pomona, CA 91768	Alba Moesser Roberto Ortiz	714-598-4751	Materials

ESEA TITLE VII CENTERS

EASTERN STATES AREA

NAME OF CENTER	ADDRESS	NAME OF DIRECTOR	PHONE#	TYPE OF CENTER
Bilingual Materials Dissemination & Assessment Center at Fall River	Falls River Public Schools 417 Rock Street Fall River, MA 02720	John Correiro	617-678-4371 Ext. 200	Dissemination
Eastern Tri-Center Plan for Bilingual/Multicultural Education	The New Hampshire College & University Council 2321 Elm St. Manchester, NY 03104	Robert Parris	603-668-7128	Materials Development
Spanish Curricula Development Center	School Board of Dade County 1410 N.E. Second Ave. Miami, FL 33132	Ralph Robinett	305-350-3913	Materials Development
Regional Cross-Cultural Training & Resource Center Consortium	N.Y.C. Board of Education Office of Bilingual Ed. 110 Livingston St. Rm. 224 Brooklyn, NY 11201	Carmen Vehdas	212-858-5505 Ext. 8	Resource
Northwest Regional Curriculum Development Center	N.Y.C. Board of Education Community School District #7 501 Courtland Street Bronx, NY 10415	Aurea Rodrigues	212-635-0255 Ext. 8	Materials Development
National Portuguese Bilingual/Bicultural Resource Center	Providence School Dept. 150 Washington State Providence, RI 02905	Adeline Becker	401-272-4900	Resource

VOCATIONAL EDUCATION
BILINGUAL PROGRAMS

VOCATIONAL EDUCATION BILINGUAL PROGRAMS

SPI personnel to contact regarding Bilingual Vocational Education:

Elmer Clausen	(206) 753-6748	Old Capitol Bldg., Olympia 98504
C. J. Ollee	(206) 753-0555	Old Capitol Bldg., Olympia 98504
Jay Wood	(206) 753-2062	Old Capitol Bldg., Olympia 98504

The people listed above should be contacted if you are interested in seeking funds for a vocational bilingual education program.

FY 75 FUNDED PROJECTS

State	Institution	Grant Number	Project Title	Language	Amount
CA	De Anza College, Cupertino	G007502027	Bilingually Taught Accounting Clerical Aide Programs for Spanish Speaking Persons with limited English speaking ability	Spanish	$138,942
CA	Los Angeles Harbor College, Wilmington	G007502014	Curricular Development for Bilingual Vocational Education	Spanish	49,307
CA	Modesto Junior College, Modesto	G007503526	Bilingual Vocational Training at Modesto Junior College	Spanish	165,363
CA	Stockton USD	G007502032	Bilingual Vocational Education	Spanish	155,834
CA	University of Calif., Los Angeles	G007502031	Bilingual Vocational Training of Dental Assistants	Spanish	250,004
CT	Manpower Administration New Haven	G007502033	Bilingual Vocational Training Project	Spanish	66,366
CT	Board of Education Norwalk	G007507292	Bilingual Vocational Education	Spanish	50,734
ME	Bangor Community College, Univ. of ME, Orono	G007502019	Bilingual, Bicultural, Delivery of Human Services to Elderly Franco Americans Through Vocational Education	French	116,052
ME	Univ. of Maine at Fort Kent	G007502030	Program to Train 25 Persons of Limited English Speaking Ability as Geriatric Aides	French	13,857
MI	Lansing School DST. Lansing	G007503743	Billingual Vocational Training Project	Spanish	214,554
MN	Dept. of Education, St. Paul	G007507290	Minnesota Bilingual Vocational Training Project	Spanish	367,988

State	Institution	Grant Number	Project Title	Language	Amount
NM	New Mexico Highlands University, Las Vegas	G007502012	Bilingual Secretarial Training Program	Spanish	77,769
NY	Bronx Community College Bronx	G007502029	Bilingual Training in Housing Maintenance and Repair	Spanish Italian	37,426
NY	China Institute in America, Inc.	G007502015	Bilingual Program to Train Chinese Chefs	Chinese	320,508
NY	Chinatown Manpower Project, Inc. New York City	G007502017	Chinese - English Bilingual Para-professional training Program	Chinese	220,827
NY	County of Nassau, College, New York City	G007507291	Bilingual Secretarial Training	Spanish	62,320
NY	Rochester City School District, Rochester	G007502013	Bilingual Vocational and Continuing Education Program	Spanish	118,116
ND	Mary College, Bismark	G007502016	Bilingual Mental Health Technologist Program	Indian	84,483
TX	El Paso Community College, El Paso	G007502018	A Model for Implementation of Bilingual Vocational Training	Spanish	140,000
GUAM	Department of Education, Agana	G007502034	Bilingual Vocational Training Project	Chamorro	99,817

SOURCES OF INFORMATION AND MATERIALS AND AGENCIES ON BILINGUAL EDUCATION

SOURCES OF INFORMATION AND MATERIALS ON BILINGUAL EDUCATION

There is a good deal of information available in university and college libraries on bilingual education. The following organizations are excellent resources for educators needing help in bilingual education.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL 3615 Wisconsin Ave., N.W. Washington, D.C. 20016. (Bulletins, leaflets and books related to the education and well-being of children)

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), 62 Fifth Avenue, New York, New York 10011.

ASIAN NEWCOMER PARENT PROGRAM, 2 Waverly Place, San Francisco. Has prepared a beginning ESL curriculum for recently arrived Chinese (and other Asian) parents.

BABEL (BAY AREA BILINGUAL EDUCATION LEAGUE) of the Berkeley, California Unified School District publishes a newsletter and a catalog of materials produced by BABEL, Bilingual Project, Berkeley Unified School District, 1414 Walnut Street, Berkeley, California

BILINGUAL RESOURCES CENTER, NEW YORK CITY BOARD OF EDUCATION, Office of Bilingual Education, 110 Livingston Street, Room 224, Brooklyn, New York 11201.

THE BILINGUAL REVIEW/LA REVISTA BILINGUE, is published under grants by the City College of the City University of New York.

BUILDING BILINGUAL BRIDGES, a Title VII project at P.S. 2, New York City, serving Spanish, English, and Chinese-speaking pupils, has several trilingual booklets.

BROADCASTING FOUNDATION OF AMERICA 52 Vanderbilt Ave. New York, N.Y. (Tapes in various languages)

CALIFORNIA TEST BUREAU (DIV. OF MCGRAW-HILL) Delmonte Research Park, Monterey, California 93940. (Tests for language teaching at elementary level.)

CENTER FOR CURRICULUM DEVELOPMENT IN AUDIO-VISUAL LANGUAGE TEACHING, Irvin Bldg., Philadelphia, PA (Developers of Method, Services, Materials, 1969-1970, published by Chilton Books. Audio-visual foreign-language materials)

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER, The U. of Texas at Austin, Austin, Texas 78712. John Pierce-Jones, Dir.

CHILDREN'S MUSIC CENTER, INC. (5373 West Pico Blvd., Los Angeles, California 90019. (Records of children's music in Spanish and French.)

CHINATOWN PLANNING COUNCIL., INC., English Language Center, 27-29 Division Street, New York, New York 10002.

CHINESE BILINGUAL PILOT PROJECT, San Francisco Unified School District, ESEA Title VII, has a number of story booklets in Chinese and English, "Winter Festival," "The Story of Ching Ming," "The Moon Festival is Here," and "Preparing for Chinese New Year," and some information pamphlets "Background Materials on Ching Ming Festival" and "Chinese New Year Resource Material."

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 Tracor Lane, Austin, Texas 78721, telephone: (512) 926-8080, Juan Solis, director. Established under grants from ESEA, this is a major distribution organization for materials prepared by various government-sponsored units. The Dissemination Center publishes "Cartel," a monthly annotated bibliography of materials published by commercial publishers as well as government supported agencies, which are suitable and recommended for bilingual programs.

EDUCATIONAL TESTING SERVICE, Princeton, N.J. 08540

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDY (FLICS) 550 City Center Bldg., 220 E. Huron, Ann Arbor, Michigan 48108. (Teaching materials in Spanish, French, Dutch, and Polish)

GESSLER PUBLISHING CO., INC. 131 East 23rd St., New York, N.Y 10010 (Distributor of French, Spanish, and German reading materials and learning games.)

INSTITUTE OF PERSONALITY AND ABILITY TESTING 1602 Coronado Dr. Champaign, Illinois 61820. (IPAT Culture Fair Intelligence Test and others for testing school children.)

INTERNATIONAL CENTER FOR RESEARCH IN BILINGUALISM. Lavel University, Quebec, Canada.

INSTITUTE OF BILINGUAL BICULTURAL SERVICES, Mercy College of Univ., Quebec, Canada.

INTERNATIONAL FILM BUREAU, INC. 332 S. Michigan Avenue, Chicago, Illinois 60604. (Distributors of French, German, Spanish and Russian films - for rental or purchase - with student handbooks containing complete narration of the film, vocabulary and exercises)

LANGUAGE ARTS, INC. 1205 - C W. 34th St., Austin, Texas. Mr. Gib Devine, (Gloria and David language series in English, French, and Spanish. Film strips and records plus cartridges containing both pictures and sound for use by elementary school children. Also materials for testing free language fluency)

LANGUAGE RESEARCH ASSOCIATES, 300 North State St., Chicago, Illinois 60610. (Testing and other materials plus ("Cumulative Bibliography" available)

LORRAINE MUSIC CO. P.O. Box 4131, Long Island City, N.Y. 11104. (Distributors of sheet music and records in foreign languages)

MATERIALS ACQUISITION PROJECT, San Diego City Schools 2950 National Ave., San Diego, California 92113, functioning under an ESEA grant, publishes Materiales en Marcha, which lists and evaluates materials in Spanish and Portugese suitable for use in bilingual programs.

MODERN LANGUAGE ASSOCIATION 62 Fifth Ave., New York, N.Y. 10011 (MLA Selective List of Materials, 1962, 162 pp. This list and each of the following supplements contains a list of publishers.) 1964 Supplement for French and Italian to the Modern Language Association. Selected list of Materials 70pp. 1964 Supplement for German, Norwegian, Polish, Russian and Swedish to the Modern Language Association Selected List of Materials, 65 pp. 1964 Supplement for Spanish and Portuguese to the Modern Language Association Selected List of Materials. 55pp.

MULTI-CULTURAL INSTITUTE, 693 Mission Street, Rm. 311, San Francisco, California 94105 publishes MCI News.

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS DIVISION 1201 Sixteenth St., N.W. Washington, D.C. 20036

NEW YORK STATE EDUCATION DEPARTMENT BILINGUAL EDUCATION UNIT, Albany New York 12224, has prepared a booklet "Programs Providing Bilingual Education," for use in the schools of New York.

NORTHWEST EDUCATIONAL COOPERATIVE, BILINGUAL EDUCATION SERVICE CENTER, Mt. Prospect, Illinois, publishes a bilingual education newsletter monthly during the school year.

PAN AMERICAN UNION Washington, D.C. 20006 (Produces and disseminates in English, Portuguese, and Spanish, materials concerning Latin America, some of which are useful in bilingual programs.)

PORTAL PRESS, INC., Publishers (A subsidiary of John Wiley & Sons) 605 Third Ave., New York, N.Y 10016. (Producers of Springboards Programs, visual teaching aids, in social studies, Amer. history, world history, Negro in American history; Insight China , India, Africa, Latin America; Survival: A Geographic Approach, Biography, Young Writers, English-Spanish Look-Alikes, Language Arts, Fiction on the Job, Fiction, Viewpoints in Fiction, Science, Life Science, Reading Lab.)

PRACTICAL DRAWING CO. 2205 Cockress, Dallas, Texas 75222. (Mexican Folk Dance Records, Sing and Speak Spanish Records, mathematics games, and flat pictures.)

PSYCHOLOGICAL CORPORATION 304 E. 45th St., New York, N.Y. 10017. (Test materials.)

PSYCHOLOGICAL TEST SPECIALISTS Box 1441, Missoula, Montana, (Test materials)

SCHOOLS FOR THE FUTURE P.O. Box 349, Cooper Station, New York, N.Y. 10003 (Distributor of word charts, books, pictures, games, film strips, and other language learning materials)

SCIENCE RESEARCH ASSOCIATES, INC. 259 East Erie St., Chicago, Illinois 60611.

SOUTHWEST ED. DEV. LAB. Suite 550, Commodore Perry Hotel, Austin, Texas 78701. (Developing and pilot testing elementary materials in Spanish and French) available through NEA publishers, P.O. Box 1003, Austin, Texas 78767.

SPANISH CURRICULA DEVELOPMENT CENTER, Dade County Public Schools, 1420 Washington Avenue, Miami Beach, Florida 33139, functioning under ESEA grants, has prepared, field-tested, revised, and published materials for Spanish/English bilingual programs. Ralph Robinett director.

SUMMER INSTITUTE OF LINGUISTICS, P.O. Box 1960, Santa Ana, California (Bibliography of the Summer Institute of Linguistics 1935-1968 compiled by Alan C. Wares, 1968. Textbooks in Spanish for bilingual schools in Peru, p. 93; Spanish lessons for Mexican Indians, p. 65; textbooks in U.S. Indian Languages - Apache, Comanche, Eskimo, Hopi, Koyukon, Navajo, Tanana, Tewa, Tlingit - pp. 104-105)

TEACHING RESEARCH DIVISION Oregon State System of Higher Education, Monmouth, Oregon, Dr. Jack Crawford, Mrs. Cathy Kielsmeier (Games as a Methodological Approach to Teaching Oral Language to Disadvantaged Bilingual Children 4 pp.)

3M COMPANY VISUAL PRODUCTS DIVISION, Box 334, 3M Center, St. Paul, Minnesota 55101 (Slides in Spanish and French for K through 12)

THE TEXAS EDUCATION AGENCY, 201 East Eleventh St. 78701 (in collaboration with the Regional Educational Agencies Project on International Education) has available "A Resource Manual for Implementing Bilingual Education Programs."

TRANS-WORLD FILMS, INC., 332 South Michigan Ave., Chicago, Illinois 60604. (Distributor for foreign language film rentals)

UNIVERSITY OF CHICAGO PRESS, 11030 S. Langley Ave., Chicago, Illinois 60628. (Folktales of the World - Norway, Germany, Hungary, France, England, China, Chile, Israel, Japan, and Ireland - edited by Richard M. Dorson. Contains notes, glossary, index, and bibliography)

U.S. COMMITTEE FOR UNICEF, P.O. Box 1618, Church St. Station, New York, N.Y. (Hi Neighbor Series: books and records of children's songs and dances with instructions for dancing. Contains maps, charts, drawings, and photographs)

VISUAL INSTRUCTION BUREAU, Division of Extension, 18th and Savine Sts. The U. of Texas at Austin, Austin, Texas 78712. (Distributor of Learning Resources. Educational Motion Pictures, catalogue of foreign-language films available for rental to be used as teaching aids)

WESTERN PSYCHOLOGICAL SERVICES (A Division of Manson Western Corp.) 12031 Wilshire Blvd., Los Angeles, California 90025. (Testing materials)

AID/ROCAP TEXTBOOK PROGRAM, American Embassy, San Salvador, El Salvador. Dr. Donald A. Lemke, Cons. (Producing elementary school texts in Spanish in five basic subjects - reading, language, math, science, and social studies - for use in six Central American countries.)

AMERICAN SCHOOL FOUNDATION, A.C., Calle Sue 136, No. 135, Mexico 13, D.F. Mrs. Rosalind Beimler, Curr. Director, (Cuentos de la Revolucion Mexicana, Boletin No. 81; Pedor y Maria, 2nd ed.; Vamos de Compras, Boletin No. 35; Frutas Tropicales, Boletin No. 43; Te Invito a Leer, Boletin No. 38; Que Comeremos Hoy? Boletin No. 65; Desde los Tianguis Hasta los Mercados Modernos, Boletin No. 54)

BOOKS FOR THE PEOPLE FUNDS, INC., Pan American Union, Washington, D.C., 20006, (Co-sponsors Proyecto Leer)

BRO-DART FOUNDATION, 1609 Memorial Ave, Williamsport, PA 17101. (Co-sponsor with Books for the People Funds, Inc. of Proyecto Leer)

DEPARTAMENTO DE ASUNTOS CULTURALES Y EDUCATIVOS, ODECA, San Salvador, El Salvador, Dr. Albino Roman y Vega, Secretario General (Spanish elementary texts)

EDITORIAL LA MURALLA, S.A., Caretas, 14, 5. 1-2 Madrid 12, Spain (Collection of slides: "Historia del Arte Espanol")

EMC CORPORATION, Educational Materials Division, 180 East Sixth St., St. Paul, Minnesota 55101. (Tape recordings and records in Spanish for children)

GARFIELD ELEMENTARY SCHOOL, Del Rio ISD, Del Rio, Texas. (Bibliography of Spanish materials available to teachers engaged in bilingual education. Prepared by Mrs. R.J. Waddell, Librarian. March 1969, 18 pp. Contains lists of professional books, periodicals, textbooks - including teachers manuals, children's tests and workbooks -, library books for children and adults in Spanish-English and Spanish language, English language with Mexican or Spanish with cultural background, audio-visual materials dimensional materials, and flat pictures.

HAMMON, DR., 211 S. Main, McAllen, Texas 78501. (Supplier and distributor for Central and South American peridicals and books from South America and Spain)

HEFFERMAN SUPPLY CO., INC., 926 Fredericksburg Rd, Box 5309, San Antonio, Texas 78201 and 1327 Laredo St., Box 2071 Corpus Christi, TX. 78403. (Distributor of workbooks printed in Mexico and Spanish for bilingual, migrant, and elementary Spanish programs.)

HISPANIC-AMERICAN PUBLICATIONS, INC., 252 East 51st St., New York, N.Y. 1022. (Producing books for Spanish-English education programs, beginning with first through 4th grade materials for use by Puerto Rican children in New York City)

NUFFIELD FOUNDATION, NUFFIELD FOREIGN LANGUAGES TEACHING MATERIALS PROJECT 5 Lyddon Terrace, The University, Leeds 2, England. (Bibliography of Spanish Teaching Materials compiled by Hedley Sharples. Reports and Occasional Papers, No. 34, 1968. Limited to materials available in Britain)

PROYECTO LEER, La Casita, Pan American Union, Washington D.C. 20006 Martha V. Tome, Dir.

SANTILLANA, S.A. DE EDICIONES, Elfo, 32, Madrid 17, Spain, (Distributors of books from Spain and South America - elementary through adult)

SOUTHEASTERN EDUCATIONAL CORP., Box 10867, Airport Branch, Atlanta, GA. 30304. (Razon de Ser of the Bilingual School, A Handbook for Teachers. 1968)

STUDYSCOPES PRODUCTIONS, Box 25943, Los Angeles, California 90025 (Distributor of childrens' Spanish books at elementary and Jr. High level - Little Golden Books, Walt Disney, etc. Very reasonable)

ALASKA RURAL SCHOOL PROJECT, U. of Alaska, College, Alaska 99701. (A Teachers Guide for Teaching English to the Native Children of Alaska (Eskimo and Athabaskan) edited by Donald H. Webster and Elliott Canonge and compiled by members of the Summer Inst. of Linguistics, North American Branch, 1968, 40 pp. Contains a general comparison of Eskimo and Athabaska phonology, grammar, and culture with those of English-speakers.)

NAVAJO CURRICULUM CENTER, Rough Rock Demonstration School, Rough Rock, AZ. (Oral English at Rough Rock by Virginia Hoffman; Navajo Education at Rough Rock; Black Mountain Boy; Coyote Stories of the Navajo People, Grandfather Stories of the Navajos)

NAVAJO SOCIAL STUDIES PROJECT, College of Education, The U. of N.M., Albuquerque, N.M. 87106.

NORTHERN ARIZONA SUPPLEMENTARY EDUCATION CENTER Faculty Box 5618, Northern Arizona U., Flagstaff, Ariz. 86001, Larry A. Stout, Dir. (Teaching materials in English and Indian Languages - presently involved in Hopi-English)

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE Washington, D.C. ("Quality Education for Amerian Indians." Prepared in 1967 by the Subcommittee on Education)

SOUTH CENTRAL REGIONAL ED. LAB. CORP., 408 National Old Line Bldg., Little Rock, Ark. 72201. (Bibliography of the Cherokees by Anne K. Hoyt, 1969).

CENTRE EDUCATIF ET CULTUREL, INC., L90 ouest, re Sauve, Montreal 12, P.Q., Canada. (Publishers of Apprenons a Lire, French elementary course materials.)

LES EDITIONS DES FRERES DU SACRE-COEUR, 2244 re Fullum, Montreal 24, P.Q., Canada. (French elementary course materials.)

LIBRAIRIE BEAUCHEMIN LIMITEE, 450 Avenue Beaumont, Montreal 15, P.Q., Canada. (Publishers of L'Apprentissage du Francais par le Sablier, a French reading program for elementary school children using the "sablier" (hour-glass) approach.)

CENTER FOR APPLIED LINGUISTICS, 1717 Massachusetts Ave., N.W., Washington, D.C. 10036. (English as a Second Language in Elementary Schools: Background and Text Materials, rev. ed., October 1967. Includes annotated sections on methodology and on pre school or primary school materials. Selected List of Materials for Teachers of English to Speakers of Other Languages, edited by S. Ohannessian and Dorothy A. Pedtke)

ESL DEMONSTRATION PROJECT CENTER, San Diego City Schools, 2950 National Ave., San Diego, California 92113.

REGION I EDUCATION SERVICE CENTER, Edinburg, Texas 78539. Al Ramirez, Curriculum Director. (Produces and disseminates materials to certain schools in the area)

STANISLAUS COUNTY DEPARTMENT OF EDUCATION, 2115 Scenic Drive, Box 1697 Modesto, California 95354. (Bibliography for English as a Second Language and Bilingual Education)

AID/ROCAP TEXTBOOK PROGRAM, c/o American Embassy, San Salvador, El Salvador. Dr. Donald Lemke, Consultant. (Producing bilingual Spanish-English materials for use in Central America. 10,000,000 books are being used in Guatemala, El Savador, Honduras, Nicaragua, Costa Rica, and Panama.)

ALEUT LEAGUE, Star Route A, Box 289, Spenard, Alaska. Flore Lekanof, Pres.

ALLIANCE FRANCAISE DE WASHINGTON, 2142 Wyoming Ave., N.W. 2008; 234-7911 James La Follette, president. Offers courses in French language and literature French language publications. Fee for membership.

AMERICAN DIALECT SOCIETY, 1611 N. Kent St., Arlington, VA 22209; 528-4312 A. Hood Roberts, executive secretary. Membership: educators and others interesed in American English. Compiles dialect dictionary of the United States; publishes periodicals.

AMERICAN ASSOCIATION FOR JEWISH EDUCATION, 101 Fifth Ave., New York, N.Y 1003.

AMERICAN COUNCIL FOR NATIONALITIES SERVICE, 20 W. 40th St., New York, N.Y., Mr. Read Lewis, Exec. Dir.

AMERICAN LITHUANIAN COMMUNITY, President, Bronius Nainys, 6804 South Maplewood Ave., Chicago, Illinois 60629. Educational Director, Jonas Kavaliunas, P.O. Box 438, Beverly Shores, Indiana 46301.

AMERICAN-SCANDINAVIAN FOUNDATION, 126 East 73rd Dr., El Paso, Texas 79902, Miss Marie Ruiz-Esparza, Director.

ASPIRA, INC., 296 Fifth Ave., New York, N.Y. 10001, Louis Nunez, Exec. Director. (Sponsors clubs for Puerto Rican youth in New York City Public and parochial high schools.)

BASQUE STUDIES PROGRAM, U. of Nevada, Reno, Nevada 89507, Dr. William A. Douglass, Director.

BILINGUAL DEMONSTRATION AND DISSEMINATION CENTER, 2nd Floor - Navarro Elementary School, 623 South Pecos, San Antonio, Texas 78207, Josue Gonzalez, Director.

BOOKS FOR THE PEOPLE FUND, INC., Pan American Union, Washington, D.C. 20006, Mrs. Marietta D. Shepard, Pres.

BRAZILIAN AMERICAN CULTURAL INSTITUTE, 4201 Connecticut Ave. N.W. 20008 362-8334. Dr. Jose M. Neistein, executive director. Conducts courses in Portuguese language and Brazillian literature for members; sponsors seminars and other public presentations on Brazilian culture; maintains library. Fee for membership.

CENTER FOR APPLIED LINGUISTICS, (ERIC Clearinghouse for Linguistics) 1717 Massachusetts Ave., N.W., Washington, D.C. 20036, John Lotz, Director (Publishes The Linguistic Reporter)

CENTER FOR CHINESE RESEARCH MATERIALS, 1527 New Hampshire Ave. N.W. 20036 387-7172, P.K. Yr, Director. Research organization associated with Assn. of Research Libraries, Maintains collection of research materials on all aspects of modern China since 1900.

CENTER FOR CURRICULUM DEVELOPMENT IN AUDIO-VISUAL LANGUAGE TEACHER, The Irvin Bldg., Philadephia, PA, Charles A. S. Heinle, Dir.

CENTER FOR INTER-AMERICAN RELATIONS, 680 Park Ave., New York, N.Y. 10021.

CENTRAL AMERICAN REGIONAL TEXTBOOK PROGRAM. (Centro Regional de Libros de Textos) Departamento de Asuntos Culturales y Educativos, Organizacion de Estados Centro-americanos (ODECA). San Salvador, El Salvador, Dr. Albino Roman y Vega, Secretario General.

COMMISSION ON THE HUMANITIES IN THE SCHOOLS, P.O. Box 15212, Steiner St. Station, San Francisco, California 94115, (Compiling inventory of new developments in school curriculum, teaching methods, mats., conditions, and teacher preparation.)

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE, 777 United Nations Plaza, New York, N. Y. 10017.

EARLY CHILDHOOD BILINGUAL EDUCATION PROJECT, Yeshiva U., 55 Fifth Ave., New York, N. Y. 10003, Dr. Vera P. John, Dir.

EAST-WEST CENTER, Institute of Advanced Projects, U. of Hawaii, Honolulu, Hawaii 96822, Minoru Shinoda, Dir.

EDUCATIONAL TESTING SERVICE, Rosedale Rd., Princeton, N.J. 08540, Henry Chauncey, Pres.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL), Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 10036, Miss Sirarpi Ohannessian, Dir.

ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER), (Central ERIC Headquarters) U.S. Office of Education, Department of Health, Ed., and Welfare, 400 Maryland Ave., S.W., Washington, D.C.

ERIC CLEARINGHOUSE ON ADULT EDUCATION, Syracuse U., Syracuse, N.Y. 13210.

ERIC CLEARINGHOUSE ON COUNSELING AND PERSONNEL SERVICES, U of Michigan, Ann Arbor, Mich. 48104.

ERIC CLEARINGHOUSE ON THE DISADVANTAGED, Teachers College, Columbia U., New York, N. Y. 10027.

ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, U. of Illinois, Urbana, Illinois 61801.

ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION, U. of Oregon, Eugene, Oregon 97403.

ERIC CLEARINGHOUSE ON EDUCATIONAL FACILITIES, U of Wisconsin, Madison, Wisconsin 53703.

ERIC CLEARINGHOUSE ON EDUCATIONAL MEDIA AND TECHNOLOGY, Standford U., Stanford, California 94305.

ERIC CLEARINGHOUSE ON EXCEPTIONAL CHILDREN, The Council for Exceptional Children, Washington, D.C. 20036.

ERIC CLEARINGHOUSE ON HIGHER EDUCATION, George Washington U., Washington, D.C. 20006.

ERIC CLEARINGHOUSE ON JUNIOR COLLEGES, U. of California at Los Angeles, Los Angeles, California 90024.

ERIC CLEARINGHOUSE ON LIBRARY AND INFORMATION SCIENCES, U. of Minnesota, Minneapolis, Minnesota 55404.

ERIC CLEARINGHOUSE ON LINGUISTICS, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 10036, A. Hood Roberts, Dir.

ERIC CLEARINGHOUSE ON READING, Indiana U., Bloomington, Ind. 47401.

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS, New Mexico State U., Box 3 AP, Univ. Pk. Branch, Las Cruces, N.M. 88001.

ERIC CLEARINGHOUSE ON SCIENCE EDUCATION, Ohio State U., Columbus, OH. 43221.

ERIC CLEARINGHOUSE ON TEACHER EDUCATION, American Association of Colleges for Teacher Education, Washington, D.C. 10005.

ERIC CLEARINGHOUSE ON THE TEACHER OF ENGLISH, National Council of Teachers of English, Champaign, IL 61820.

ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES, Modern Language Association of America, 62 Fifth Ave., New York, N.Y. 10011.

ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION, Ohio State U. Columbus, Ohio 43210.

ESL DEMONSTRATION PROJECT CENTER, 2950 National Ave., San Diego, California 92113, Herbert Ybara, Dir.

ETHNIC HERITAGE STUDIES BRANCH, Division of International Education, Bureau of Postsecondary Education, Office of Education Room 3907, 7th and D Streets, S.W. Washington, D.C. 20202. Dr. Don Bigelow, Director, (202) 245-9506.

ETHNIC HERITAGE CENTER FOR TEACHER EDUCATION, AACTE, One Dupont Circle Suite 610, Washington D.C. 20036 (202) 293-2450.

FOREIGN LANGUAGE EDUCATION CENTER, Sutton Hall 417, The U. of Texas at Austin, Austin, Texas 78712, Dr. Joseph Michel, Dir.

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDY (FLICS) 550 City Center Bldg., 220 E. Huron, Ann Arbor, Michigan 48108, James McClafferty, Dir., (Developers of innovative materials in Spanish as a standard language for migrants, French humanities for secondary schools, Polish for areas of high Polish-American concentration and Dutch.)

HACHETTE TEACHER'S SHOWROOM AND FRENCH BOOK GUILD, 595 Madison Ave., New York, N.Y. 10022.

HASKELL INSTITUTE, Lawrence, Kansas 66044, (Publishers of Indian-English materials for BIA.)

HEALTH EDUCATION AND WELFARE DEPT., OFFICE OF EDUCATION, BUREAU OF SCHOOL SYSTEMS, DIVISION OF BILINGUAL EDUCATION, 7th and D Streets S.W., 20202, 245-8387 (202). John C. Molina Director. Administers federal assistance programs for primary and secondary bilingual education.

HEALTH EDUCATION AND WELFARE DEPT. OFFICE OF EDUCATION, BUREAU OF SCHOOL SYSTEMS, Equal Education Opportunity Programs 400 Maryland Ave., S.W. 20202, 245-8484 (202). Herman R. Goldberg, Associate commissioner. Provides consulting services and grants to school district in reducing racial isolation and dealing with desegregation problems and make grants for bilingual education and television programming which will aid in desegregation.

HEALTH, EDUCATION AND WELFARE DEPT., OFFICE OF EDUCATION, OFFICE OF THE COMMISSIONER, SPANISH SPEAKING PROGRAM STAFF, 400 Maryland Ave., S.W. 20202; 245-8467 (202), Gilbert Chavez, Director. Services as a liaison between the Office of Education and the Spanish speaking community in the U.S.; provides information dealing with bilingual education and funding for programs for Spanish speaking people.

HRD/ROCAP, U. S. Embassy, Guatemala, Guatemala, Dr. Alfred J. Ravelli, Chief (Funds Regional TExtbook Center of AID/ROCAP).

INSTITUTE FOR RESEARCH IN LANGUAGE TEACHING, Central Corporus 108, 15 Agebacho, Shinijuku-ku, Tokyo, Japan.

INSTITUTO LINGUISTICO DE VERANO, (Summer Inst. of Linguistics), Box 1960 Santa Ana, California 92702, Dr. Benjamin Elson, Dir.
Ecuador: Casilla 1007, Quito, Ecuador
Guatemala: Apartado 74, Guatemala, S.A.
Mexico: Apartado 22067, Mexico 22, D.F.
Peru: c/o Mrs. Donald Burns, Casilla 2492, Lima, Peru (Jungle Bil. Schls.)

INTER-AGENCY COMMITTEE ON MEXICAN AMERICAN AFFAIRS, 1800 G. St., N.W. Washington, D.C. 20506, Jose A. Chacon, Exec. Dir. (Mexican American News)

INTER-AMERICAN ED. CENTER, Dwain M. Estes, Dir. INTER-AMERICAN INSTITUTE, Ivan Barrientos, Dir., 2525 Tower Life Bldg., San Antonio, TX 78205

INTER-AMERICAN INSTITUTE, The U of Tex. at El Paso, El Paso, TX 79999, Dr. Chester C. Christian, Dir.

INTER-AMERICAN PROGRAM FOR LINGUISTICS AND LANGUAGE TEACHING/PROGRAMA INTERNACIONAL DE LINGUISTICA Y DE ENSENANZA DE IDIOMAS (PILEI), El Colegio de Mexico, Guanajuato 125, Mexico 7, D.F., Juan M. Lope Blanch, Dir.

INTERNATIONAL CENTER FOR RESEARCH AND BILINGUALISM, Cite Universitaire, 4530 Bibliotheque Generale, Ste-Foy 10, Quebec, Canada, Dr. Wm. F. Mackey, Exec. Dir.

JAPAN-AMERICA SOCIETY OF WASHINGTON, 1755 Massachusetts, Ave., N.W. Washington, D.C. 20036, 265-0777, Edmund J. Dorsa, executive secretary. Operates Japanese language school: offers lectures, courses and films on Japan; offers scholarships and grants; assists Japanese visitors to Washington, maintains library on Japanese American relations. Fee for membership.

LANGUAGE STUDY CENTER, Philippine Normal College, Manila, Philippines.

MAESTROS PARA MANANA, TEACHERS FOR TOMORROW, (A new agency which will work with NEA and AMAE to locate and support through counseling, scholarships, community involvement, etc. Spanish surname bilingual teachers.) Contact: Monroe Sweetland, 1705 Murchison Dr., Burlingame, California 90017.

MODERN LANGUAGE CENTER, The Ontario Institute for Studies in Education, 102 Bloor St. West, Toronto 5, Ontario Canada, H.H. Stern, Dir.

MULTI-MEDIA APPROACH TO LIBRARY SERVICES FOR THE SPANISH SURNAMED, Colorado State College, Greeley, Colorado, Dr. D. Harold Bowman, Dir.

NATIONAL ASSOCIATION OF LANGUAGE LABORATORY DIRECTORS, Bown U., Box E Providence, R.I. 02912.

NATIONAL CARL SCHURZ ASSOCIATION, (NCSA), 339 Walnut St. Philadephia, PA, Hans-Werner Deeken, Ex. Dir., (Seeks to promote cultural relations between the United States and the German speaking peoples. Operates service center for teachers of German in the U.S. in conjunction with American Assn. of Teacher of German (AATG); loans exhibits of German art (reproductions: (1) The American-German Review bimonthly; (2) NCSA/AATG Service Center Catalogue, annual.)

NATIONAL CONGRESS OF AMERICAN INDIANS, 1452 Pennsylvania, Denver, Colorado, Vine Deloria, Jr., Exec. Dir.

NATIONAL CONGRESS OF HISPANIC AMERICAN CITIZENS, 400 1st St., N.W. 20001 838-4483. Manuel D. Fierro, president. Spanish speaking citizens' interest group. Monitors legislation affecting the Spanish speaking community; interests include migrant farm workers, bilingual education, etc.

NORDMANNS FORBUNDET, Minneapolis Chapter, 529 E. Minnehaha Parkway, Minneapolis, Minnesota 55419, (Clearirghouse for Nowegian textbooks.)

NORTHERN ARIZONA SUPPLEMENTARY EDUCATION CENTER (NASEC), Northern Ariz. U. Box 5618, Flagstaff, Ariz. 86001, Larry A. Stout, Dir.

NORWEGIAN-AMERICAN HISTORICAL ASSOCIATION, Northfield, Minn., Secretary, Prof. Lloyd Hustvedt, Saint Olaf College, Northfield, Minn, Editor, Prof. Kenneth Bjork.

PROJECT LIBRO, The Galton Institute, 319 S. Robertson Blvd., Beverly Hills, California 90211, (A bilingual materials center)

PROYECTO LEE, La Casita, Pan American Union, Washington, D.C. 20006, Miss Martha Tome, Dir.

PUERTO RICAN FORUM, INC., 156 Fifth Ave., New York, N.Y. 10010, (Mobile Language Lab.)

REGIONAL LABORATORIES, (There are fifteen Regional Labs funded by USOE including the following.)

Center for Urban Education, 105 Madison Ave., New York, N.Y. 10016 Dr. Robert A. Dentler, Dir.

Far West Regional Educational Laboratory, 1 Garden Circle, Hotel Claremont, Berkeley, Calif. 94705, Dr. John K. Hemphill, Dir.

Northwest Regional Educational Laboratory, 400 Lindsay Blvd., 710 S.W. 2nd Ave., Portland, OR 97204, Dr. Lawrence Fish, Exec. Dir.

Southeastern Ed. Corp, Box 20867, Airport Branch, Atlanta, GA 30304, Dr. Robert Hopper, Dir.

Southwest Ed., Dev. Lab, Commodore Perry Hotel, Suite 550, Austin, Texas 78701, Dr. Edwin Hidsman, Exec. Dir.

Southwest Regional Lab for Ed., Res. and Dev.[illegible]1300 La Cienega Blvd., Inglewood, Calif. 90304, Dr. Richard Schultz, Dir.

Southwestern Coop. Ed. Lab., 117 Richmond Dr., N.W., Albuquerque, N.M. 87106, Dr. Paul V. Petty, Dir.

SOCIETY FOR FRENCH AMER. CULTURAL SERVICES & EDUCATIONAL AIDS (FACSEA) 972 Fifth Ave., New York 21, N.Y., Mme. Huguette Chesnais, Ex. Dir. (Prepares and lends for a fee materials to schools, universities, libraries, museums and educational organizations for use in French language and civilization, art, social studies and science courses and wherever France is the subject of study. Materials available for loan include films, slides, soundtapes, records, filmstrips, and exhibits.)

SOCIETY FOR THE ADVANCEMENT OF SCANDINAVIAN STUDIES, Northwestern U., Evanston, ILL., Prof. Thomas Buckman, Sec.

SONS OF NORWAY INTL. HDQTRS., L455 West Lake St., Minneapolis, Minn. 55408, (Language camps)

SOUTHWEST COUNCIL FOR BILING. ED., Box 497, The U. of Tex. at El Paso, El Paso, Texas 79999.

SUMMER INSTITUTE OF LINGUISTICS, Wycliffe Bible Translators, Inc., Box 1960, Santa Ana, Calif., Dr. Benjamin Elson, Dir. Arizona: Miss Faith Hill, Box 612, Tuba City, Ariz., (Navajo-English)

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), School for Languages and Linguistics, Georgetown U., Washington, D.C. 2007, Dr. James Alatis, Exec. Sec.

UNITED JAPANESE SOCIETY OF HAWAII, Honolulu, Hawaii

UNITED STATES AID MISSION TO BOLIVIA, Casilla 673, La Paz, Bolivia

UNITED STATES CALTHOLIC CONFERENCE. Div. for the Spanish Speaking, National Office, Department of Social Development, Intl. Bldg., Suites 401-404 318 W. Houston St., San Antonio, TX 78205, Antonio Tinajero-G., Exec. Dir.

U.S. OFFICE OF EDUCATION, 400 Maryland Ave., S.W., Washington D.C. 20202 Commission to Study Indian Education, Dr. R. Havighurst, Mexican-American Affairs Unit, Armando Rodriguez, Chief, Regional Offices (9)

U.S. DEPARTMENT OF INTERIOR, Bureau of Indian Affairs, 1951 Constitution Ave., N.W., Washington, D.C. 20242. Office of Territories, C St., between 18th and 19th Sts., N.W., Washington, D.C. 20242.

U.S. DEPARTMENT OF STATE, U.S. Mexico Commission for Border Development and Friendship, 1800 G St., N.W., Washington, D.C. 20525.

VILLA JONES CENTROL CULTURAL INTERNACIONAL, A.C., Chilpancingo 23, Mexico 11, D.F., Roberto Cuba Jones, Dir.

SELECTED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS

SELECTED BIBLIOGRAPHY OF BILINGUAL BICULTURAL MATERIALS

APRENDA A CONVIVIR CON LOS NINOS. Dr. Gerald R. Patterson and M. Elizabeth Gullion: Spanish translation by Blanca M. de Alvarez and Guido A. Barrientos. Research Press Co., Box 3177-1, Champaign, Illinois 61820. c 1968, 1971. 91pp. $3.00 (paperbound). Spanish: Educators, Parents.

The format of this manual is designed to ensure that the reader actively participates in the learning process as he reads. This is accomplished by leaving blanks as he reads (the correct response is at the bottom of the page). The manual explains behavior modification techniques which might resolve or minimize behavioral problems children have. The book also gives reasons that might have caused such behavior in the first place, and in this way can be used by the teacher or parent as a self-examination in his (her) child-adult relationships.

ASK A CACTUS ROSE. Written and illustrated by Adele Seronde. The Wenkart Publishing Co., 4 Shady Hill Square, Cambridge, Massachusetts. c 1973. 40pp. $2.95 (paperbound). English: Elementary.

Country and city life are reflected in these poems for the young reader. The situations depicted in the poems are whimsically and colorfully illustrated. The language used in the poems follows letter combinations and patterns which allow for a phonetic approach to reading. The author has used this approach effectively in that the poems are neither contrived nor stilted.

A similar title by the author is Ask a Daffodil (1967), available at the same price.

ATTITUDES AND MOTIVATION IN SECOND-LANGUAGE LEARNING. R. C. Gardner and W.E. Lambert. Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969. c 1972. 316pp. $7.95 (paperbound); $11.95 (clothbound). English: Educators, College.

"How is it that some people can learn a foreign language quickly and expertly while others, given the same opportunities to learn, are utter failures?" -this question is the subject of Gardner and Lambert's book, the result of twelve years of research. The authors deal primarily with adolescents in school settings learning either English or French, but their observations have meaning for other languages as well. Gardner and Lambert have avoided easy answers such as "It all depends on the teaching method" or "Some people just have a knack for language." Taking a sociopsychological approach, they have constructed the beginning of a theory which "maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group." Studies were conducted in Ontario, Montreal, Louisiana, Maine, Connecticut, and the Philippines. Much of the information in this book is highly technical, and a knowledge of statistics would be helpful to the reader. However, the authors are careful to summarize their findings in very readable narratives.

BASIC BILINGUAL READING SERIES. Educational Sensory Programming, 2304
E. Johnson Street, Jonesboro, Arkansas 72401. c 1974. 12 cassettes,
24 lessons, 24 spirit worksheets per level (Level I-Readiness, Level II-
Grade 1, Level III-Grade 2). $72.00 per level. English and Spanish
Kindergarten-Grade 2.

The "alternate" language approach is used, orally and visually to introduce the concepts presented in these materials. The lessons are presented phrase by phrase in English and Spanish on the tapes, with the narrator asking the child to perform the exercises on the worksheet. The child follows the tape on his worksheet which repeats the lesson in English and Spanish on alternating lines. The English recording is slower than normal speaking speed, and indeed might be too slow for the Spanish speaking child who could become frustrated. The materials can be effectively used in either SSL or ESL classes to increase vocabulary and comprehension.

Basic Bilingual Mathematics Series, which uses the same approach is also available (same as regards levels, lessons, materials and price).

BLOOD OF MY BLOOD: THE DILEMMA OF THE ITALIAN AMERICANS. Richard Gambino.
Anchor Books: Doubleday and Company, 501 Franklin Avenue, Garden City,
New York 11531. c 1974. 388pp. $3.50 (paperbound) English: Educators,
College.

In the last part of the nineteenth century, Southern Italians began migrating in great numbers to the United States. For centuries these peasant farmers had remained loyal to their native land, developing a culture rooted in l'ordine della famiglia-a system of unwritten but strong rules governing the family and its relationships. But economic, political, and military repression plus the natural disasters of disease, famine, volcanic eruptions, and earthquakes motivated this group of people to move to a new country. Richard Gambino sees the extended family and its traditions as the key to viewing the Italians in the United States. Through personal experiences, historic and literary incidents, and demographic data, the author discusses the major facets of the Italian American culture-work, sexual and marital customs, religion, superstition, child rearing, and education. In order to show the complexities of the group, he is careful to describe the culture in terms of the first, second, and third generation Italian Americans. The final chapter "What It Means to Be Italian American..." is of interest to any individual concerned with understanding and maintaining his cultural heritage. As the reviewer Michael Novak has stated, Blood of My Blood "ought to be in the hands of all who try to plumb their own secret identity, untangle the story of their own instincts and aspirations."

CALENDAR. Angel Esparaza. Eagle Book Sales, P.O. Box 98, Fillmore, California 93015. c 1975. 12 color posters (22x28). $6.50 set. English and Spanish: JHS-HS.

A series of historical calendars in the form of colorful posters. Each poster-one for every month of the year-features a prominent Hispano and an event, with a full color drawing of the person by the author. In addition, information relevant to Hispano history and culture is given for each day of the month. The description of the historical event and the information for each day are given in Spanish and English. These poster calendars can be used for bulletin boards and as topics for discussion in social studies and history classes.

CHINA TODAY. (Multimedia) Written and photographed by Audrey R. Topping. Teacher's manual prepared by Dorothy Evslin. Spoken Arts, Inc., 310 North Avenue, New Rochelle, New York, 10801. c 1973. Six color filmstrips (average 67 frames): six cassette tapes; reading script; teacher's manual. $120.00 (boxed). English: High School.

The author has written the narration through the eyes of "a typical Chinese family" of modern China. Part 1, "China's Yesterdays," describes pre-Revolutionary China, especially from the political point of view. The causes and process of the Revolution of the 1940's are the theme of Part 2, "The Revolution." More in-depth pictures of specific aspects of present-day living appear in Part 3, "China's Communes", Part 4, "City Life in the People's Republic"; Part 5, "Flood Control and Transportation"; and Part 6, "Culture and Sports." Precipitated by the visit of Richard M. Nixon in 1972, the series is addressed to American youth, with the stated hope that with the information presented, new and personal judgments can be made. The teacher's manual suggests discussions and activities in English, social studies, art, and history classes. Selected lists of further related readings are also included.

CINCO NINOS/CINCO FAMILIAS. Spanish edition of Five Children/Five Families. (Multimedia) Scholastic Magazines, Inc. Ann Morris, Project Director. Order from: Scholastic/Five, 900 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. c 1974. $59.50 for each complete unit for $69.50 with cassette option: $17.00 per separate sound-color filmstrip combinations, or $19.00 with cassette option. Each unit includes 5 sound-color filmstrips, a large wall poster, Teacher's Guide (English) and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

SCHOLASTIC EARLY CHILDHOOD FILMSTRIP LIBRARY

The English education of this cultural awareness program was annotated in Cartel Cumulative Issue-1973. The Spanish edition is recorded by native speakers, adults, and children. The Five Children unit is designed to help the child "develop a positive self-image in terms of his culture." A variety of ethnic groups, educational backgrounds, geographic locations, and life styles are represented in it. Five Families emphasizes the cultural variety and similarities among families in the United States. Family relationships, from the central child's point of view, are presented with the purpose of increasing awareness and discussion. Scripts of the Spanish sound tracks and vocabulary notes are the main features of the bilingual reference guide.

CUENTITOS DIVERTIDOS. Linda Zierer Giles and Roger Salinas; illustrated by Rosie Cano and Barbara Coulson. Educational Activities, Inc., Box 392, Freeport, New York 11520. c 1975. One cassette tape; 10 books (approximately 20pp. per book). $16.95 (boxed). Spanish: K-1.

This series of ten books contains rhymes about domestic and zoo animals and about the months. It is intended for the Spanish speaker who is a beginning reader and can also be used in SSL classes. Each page contains only one sentence of the rhyme with an illustration. The rhymes are taped so the teacher can help the child listen first and then read. There are three different voices on the tape; sometimes the voices sound monotonous and, as a result, the child might lose interest. Nevertheless, the rhymes are funny and will be enjoyed by children. Titles of the booklets are El oso, Ranas, Los ratones, Las narices, Puertas, Las aranas, Los gatos, Changos, Los perros, and Los meses del ano.

DACOTAH TERRITORY 6. James L. White, Guest Editor; edited by Mark Vinz. Moorhead State College, P.O. Box 775, Moorhead, Minnesota 56560. c 1973. 56pp. $1.00 (paperbound).

Dacotah Territory is the area now called the Great Plains, "the lands originally inhabited by the Dacotah or Sioux nation of tribes, stretching from the Great Lakes and the Mississippi to the Rockies, and from Canada southward to the Okalahoma Territories, and beyond. The word Dacotah means "allies." To unfriendly tribes it means "enemies " The journal Dacotah Territory is an independent, nonprofit publication of poetry and comment; Issue 6 is a collection of writings by Native American. The anthology presents a variety of styles and themes, including nature, grief, death, and love. Indian heritage appears often in subtle ways and is sometimes the author's central focus. Contributors to this special issue are Roberta Hill, Jim Tollerud, Joy Harjo, Agnes T. Pratt, Ya-Ka-Nes, William Witherup, Jim McGrath, Thomas Peacock, Gerald Vizenor, Ramona Wilson, Jay Ralph Johnson, Simon Ortiz, Duane Niatum, Anita Endrezze, and Janet Campbell Hale. The journal is beautifully designed and is illustrated with photographs of Jim McGrath's sculpture.

DICCIONARIO DEL LEGUAJE USUAL. Departamento Pedagogico de Santillana, S.A. Ediciones. Santillana Publishing Company, 575 Lexington Avenue, New York, N. Y. 10022. c 1970. 758pp. $7.50 (hardbound) Spanish: Upper Elementary-JHS.

Each entry in this dictionary contains the following information for the word: the word, its part of speech, its use as other parts of speech if applicable, the definition, derivatives, synonyms, and antonyms. The dictionary contains words and forms of words which might be confusing or cause for confusion. Very common words about which there can be no doubt or confusion, such as pantalon, camisa, mesa, etc., have not been included; neither have plant and animal names nor very specialized scientific or technical terms been included.

DRUMS, TOMTOMS AND RATTLES: PRIMITIVE PERCUSSION INSTRUMENTS FOR MODERN USE. Bernard S. Mason: illustrated by Frederic H. Kock. Dover Publications, Inc., 180 Varick Street, New York, N.Y. 10014. c 1974, 1938. 208pp. $2.50 (paperbound. English: General Interest.

Unabridged republication of the work originally published by A.S. Barnes in 1938. The immense variety of primitive percussion instruments has been studied, described and illustrated for the benefit of ethnologists, musicians, craftsmen, and students of the manual arts. A survey and history, "Drums the World Around," introduces the reader to detailed information on "The Craft of Drum-Making," "Hand Drums," Large Dance-Drums," "Drums of the Long or Barrel Type," "Water-Drums," "Drumsticks," "Using the Primitive Drums," and "Dance-Rattles and Other Sound-Makers." The index locates information on the drums of many American Indian tribes as well as throughout the world, by types: the index follows the selected bibliography of Indian dancing and music-books about dancing and percussion scores of over fifteen major tribal groups.

FROM THE PROGRESSIVE ERA TO THE GREAT DEPRESSION 1900-1929. William Loren Katz. Franklin Watts, Inc., 730 Fifth Avenue, New York, N. Y. 10019. c 1974. 87pp. $3.95 (hardbound). English: Upper Elementary-HS.

Foruth of six volumes on Minorities in American History. Traces the history of minority groups in the U.S. during the early 20th century. It begins with the increase of racism in the United States and continues with the great influx of immigramts and the rise of the ghetto. Minority groups begin to organize, bigotry becomes a way of life, Wilson becomes President, Mexicans are shot along the border by Texas Rangers, the Ku Klux Klan is reborn, immigration is restricted-all these and other movements are mentioned and described in brief detail. Photographs and prints are used to illustrate the book. An index and bibliography are included.

GRAMATICA CANTADA. Leo L. Barrow and Jose Villarino. Illustrated by Hector Gonzalez; design by Michael Alan. J. B. Blanchard Press, 4695 Granada Avenue, Riverside, California 92504. c 1975. Six records and text (170 pages paperbound). $12.00 set. English and Spanish (SSL): HS-College, Adult.

Designed as a self-teaching Spanish as a second language course for beginning students, the text and records contain ten lessons and twelve songs. The songs are used to introduct and illustrate Spanish grammar and vocabulary. Every lesson presents the words of a song (an English translation is also provided), with every line of the song followed by a coded number illustrating a particular grammatical rule. The rule is described and discussed in the lesson. Each lesson introduces one or more Spanish phonemes and their pronunciation. Also, pattern drills and a self-test on vocabulary are included for each lesson. Generally the lessons follow a logical sequence for second language learning, i.e., listening, speaking, reading, writing. The recordings are clear and enjoyable and provide an interesting base for the lessons. Some teacher guidance is necessary to make these materials most effective.

HISTORIA CRONOLOGICA DE PUERTO RICO (Spanish edition. A CHRONOLOGICAL HISTORY OF PUERTO RICO (English edition). Federico Ribes Tovar. English translation by Anthony Rawlings and Peter Bloch. Plus Ultra Educational Publishers, Inc., 137 West 14th Street, New York, N. Y. 10011. c 1973. 616pp. (Spanish; 613pp. (English). $3.95 each edition (paperbound). Spanish or English: College, Adult.

The author has documented in this readable reference work some 480 years of Puerto Rican history-from 1493 to 1973. In chronological order, concise paragraphs detail heroic, cultural and economic progress as well as confusing, unjust, and violent episodes in Puerto Rican history. The English edition is a close translation, with additional statements in descriptions of recent events. The 1973 events described in the original Spanish do not, however, appear in the translation. The translators added a fourteen-page Selective Index which increases the books usefulness as a reference tool.

KINDLE I AND II: QUIEN SOY YO? COMO APRENDO? Spanish edition of Who Am I? and How Do I Learn? (Multimedia) Original English production by Inside Out Productions: Edward Carini and Maria Callas. Spanish edition produced and distributed by Scholastic Magazines, Inc. Order from: Scholastic/Kindle, 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. c 1974. $59.50 for each complete unit or $69.50 with cassette option; $17.00 per individual sound filmstrip combination, or $19.00 with cassette option. Each unit contains 5 sound-color filmstrips, Teacher's Guide (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library.

Children's and adult voices are accompanied by gentle music in this program fostereing the positive self-image and self-respect of young children. Quien soy yo? the first unit, treats the various aspects and expressions of the self: "Me gusta ser quien soy," "No hacer nada es algo que hacer," "Paquetes para personas," "Sentidos y sentimientos," and "Ojala!" The processes of understanding oneself and changing or learning are presented perceptively in Como appredo?: "Como hacerlo," "Si fueramos perfectos," "Te olvidas?" "Quien tiene miedo?" and "Ahora que?" All the photographs in the program are in color and present children of many backgrounds in a variety of settings.

Three other units of Kindle available only in English at this time are Getting Along, Mixing In, and I Can Tell.

THE LITTLE LION OF THE SOUTHWEST: A LIFE OF MANUAL ANTONIO CHAVES. Marc Simmons; illustrated by Jose Cisneros. The Swallow Press, Inc., Sage Books, 1139 S. Wabash Avenue, Chicago, Illinois 60605. c 1973. 263pp. $8.95 (clothbound). English: HS, Adult, Library Resource.

Manual Antonio Chaves' life straddled three eras of New Mexican history: he was born at the end of the Spanish colonial period, he grew to manhood in the quarter century of Mexican rule, and he spent his later years under the territorial regime of the United states. His long career was interwoven with the major historical events of his time-the Mexican War, the Civil War, New Mexican politics, and Indian wars. He was a rancher and businessman as well. Marc Simmons wrote this biography because he feels "Too few of our Spanish frontiersmen have been studied in depth." He sees Chaves as "an authentic American hero cut from the pioneer mold." For the student of history, the book is well-documented with extensive notes and a bibliography at the end; for the average person the text is readable and interesting. Simons' portrayal of the Native Americans sometimes lacks objectivity; for example, he speaks of them as "hostile Indians infesting New Mexico's frontier on all sides." This point should definitely be discussed if the book is used in a classroom setting. Black and white drawings and numerous historical photographs illustrate the story.

MEXICAN AMERICANS: AN HISTORIC PROFILE. (Film) Anti-Defamation League of B'nai B'rith. Order from: Anti-Defamation League of B'nai B'rith, Audio-visual Department, 315 Lexington Avenue, New York, N. Y. 10016. 16mm. sound, black and white, 29 minutes. $100.00 (purchase price); $10.00 (rental price). Preview available. English: HS-College, Adult.

Maclovio Barraza, Chairman of the Southwest Council of La Raza, narrates the history of the Mexican American, with particular emphasis on the migrations during the last 150 years of those at the lower end of the socio-economic scale. The conditions which existed, and exist, when the migrations occurred are explained. The efforts by the Mexican American at unification, with the resulting economic and political advantages and strength, are also presented as a means of breaking the cycle of poverty the Mexican American is in.

THE MEXICANS IN AMERICA. Jane Pinchot. Learner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. c 1973. 99pp. $3.95 (hardbound). English: Upper Elementary-JHS.

A historical overview of the Mexican American written for children. Ms. Pinchot begins with the meeting of Cortes and Moctezuma and traces the heritage of the Mexican American to contemporary times. She discusses the economic, political, and social development of the southwestern United States and the role of the Mexican American in the process. Part IV, "Individuals and Their Achievements," describes outstanding Mexican Americans in various fields-ambassadors, members of Congress, community leaders, writers, scholars, sports figures, entertainers. The book is illustrated with black and white photographs, maps and art reproductions. Occasional strong, unobjective statements may be offensive to some readers.

MULTIETHNIC STUDIES FOR THE ELEMENTARY SCHOOL CLASSROOM. Pat Marquevich and Shelly Spiegel. Edited by Cathy Atwood; illustrated by Bea Bustamante. Education in Motion, P.O. Box 224, Pico Rivera, California 90660. c 1975. 229pp. $14.95 (Vinyl 3-ring binder). English: Elementary Teachers, Parents, Library Resource.

A collection of resource materials representing the major cultural groups of the United States-Asian Americans, Eurasian Americans, Afro-Americans, Native Americans, and People of the Americas (Mestizos). The sections furnish information on food, games, holidays, prominent people, and arts and crafts. In addition, songs with musical notation and annotated bibliographies are provided. Clear illustrations with simple instructions make the art activities easy to use. Since much of the creative material for arts and crafts is included in the manual, the teacher needs to provide only basic supplied such as paint, clay, yarn, glue, etc. Although the book is copyrighted, the authors have allowed pages to be reproduced for classroom use. The ring-binder format allows several teacher to share one manual, if necessary.

MYTHS AND GODS OF ANCIENT MEXICO. Written and illustrated by Vincent P. Rascon. Educational Consortium of America, P.O. Box 1057, Menlo Park, California 94025. c 1975. 12 color posters (11x24). $10.00 set. Spanish and English: JHS-HS.

A study print set of twelve full color drawings. Each of the posters has an English and Spanish text on the author's interpretation of the myths and legends of the Olmecs, Toltecs, and Mayas.

NTC DUPLICATING MASTERS SERIES. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60067. c 1974. Set of five books $25.00 per set (paperbound). Individual prices and paging listed below for each title. Spanish and English: Elementary-HS.

Supplementary reinforcement and enrichment material for use in Spanish as a second language classrooms. These word games are designed to review and enlarge vocabulary in a different and interesting way for the student. An answer key is provided for each set of materials. Individual titles follow.

BUSCAPALABRAS. Robert Decker. 40 masters. $7.00.

Set of 56 games (with teacher's guide) which include fourteen readings. The readings present words used in the puzzles. English translations of difficult words and phrases are provided.

CRUCIGRAMAS PARA ESTUDIANTES, SET 1 AND 2. Jane Burnett. 24 masters per set. $6.50 each: $10.00 set.

Each puzzle contains words about one specific subject-the house, clothing town, food, colors. Puzzles are English to Spanish, Spanish to English, and Spanish to Spanish.

PASATIEMPOS PARA AMPLIAR EL VOCABULARIO. Cecilia Caycedo de Naber. 24 masters. $6.50

Contains 31 word games for the beginning student in grades seven to nine. Each puzzle contains words for a specific subject.

ROMPECABEZAS PARA ESTUDIANTES. Jaime H. Padilla and Maurie N. Taylor. 24 masters. $6.50

Forty-two word games and puzzles entirely in Spanish. For use with junior high and high school students, the games contain idiomatic expressions, proverbs, and riddles.

PRIMEROS CONCEPTOS: 1 y 2. Spanish edition of Beginning Concepts. (Multimedia) Scholastic Magazines, Inc. Ann Morris, Project Director. Order from Scholastic/Beginning Concepts, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. c 1974. $69.50 for each complete unit, or $79.50 with cassette option; $17.00 per individual sound filmstrip combination, or $19.00 with cassette option. Each unit contains 5 sound-color filmstrip combinations, 5 large foldout books, 34 miniatures of the 5 foldout books, Teacher's Guide (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library.

Unit One treats the concepts of size, number, color, shape, and texture. Unit Two themes include opposites, position, time, parts of the body, and growth. Familiar objects and activities included in the program serve to extend learning on a variety of experiential levels-visual, kinesthetic, and auditory, and sensory.

The miniature foldout books are the children's copies of the filmstrips, while the larger form serves as a wall chart. The cassettes include adult and children's voices, all in Spanish, with appropriate adaptations in words appearing in the multiethnic visuals. The teacher's guide, prepared for the original English program is supplemented by the bilingual reference guide, which provides the Spanish script and vocabulary notes. The program was adopted by Texas in 1974 for use in English and bilingual kindergartens.

PRIMEROS DESCUBRIMIENTOS EN LA CIENCIA: LOS ANIMALES. Gretchen B. Teschner; Spanish translation by Carmen Lagos de Signes. The Continental Press, Inc., 2336 Farrington Street, Dallas, Texas 75207. c 1974. Set includes Teacher Guide, 8 posters (11x17), and 8 worksheet masters. $5.95 set. Spanish (Teacher Guide in Spanish and English): Elementary.

Based on First Discoveries in Science: Animals.

Designed as an introduction to basic science concepts such as: there are many kinds of animals; animals need food, water, air, and rest; animals live in different places; animals help people. Eight concepts are presented in eight units. Lesson plans for each unit state the objectives for the unit, suggest a teaching procedure for the poster and worksheet, and contain suggestions for additional activities.

PUEDO: 1 y 2. Spanish edition of I Can. (Multimedia) Scholastic Magazines, Inc., Ann Morris, Project Director. Order from: Scholastic/I Can, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. c 1974. $49.50 for each complete unit, or $57.50 with cassette option; $17.00 per individual sound-color filmstrip combination, or $19.00 with cassette option. Each unit includes 4 sound-color filmstrips, 4 full-color posters (27x21), Teacher's Guide/Activity Book (English), and Teacher's Bilingual Reference Guide. Spanish: PK-Primary.

Scholastic Early Childhood Filmstrip Library.

This early learning supplementary program was designed to extend young children's competencies in academic and personal areas, in the school setting. Unit One deals with the themes of music and dance, cooking, making and giving gifts, and fastening things. Unit Two talks about construction and role playing, taking care of oneself, caring for living things, and communicating.

Large posters reproduce a key photograph from each sound filmstrip, and may be used as a visual stimulus for identification of activities relating to each theme. This set is part of a program adopted in Texas in 1974 for use in kindergarten classrooms.

THE PUERTO RICANS IN AMERICA. Ronald J. Larsen. Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401. c 1973. 87pp. $3.95 (hardbound). English: Upper-Elementary-JHS.

A brief geographical description and history of Puerto Rico, Puerto Rican immigration to the mainland, and the individual contributions of Puerto Ricans to American life and culture.

READINGS ON LA RAZA: THE TWENTIETH CENTURY. Edited by Matt S. Meier and Feliciano Rivera. Hill and Wang, A Division of Farrar, Straus and Giroux, Inc., 19 Union Square West, New York, N.Y. 1003. c 1974. 277pp. $3.50 (paperbound). English: College, Professional Resource.

America Century Series.

The social and economic conditions of the Mexican American since the early 1900s is the subject of this collection. The articles, excerpts from books, transcripts of speeches and hearings, and doctoral dissertations, dating from the 1920s until the present and written by government (federal, state, and local) officials, professors, and students, reflect the conditions and attitudes prevalent at the time the articles appeared. The selections are chronologically ordered and include studies on the waves of immigrants, investigations and differing explanations of the Anglo's treatment of the Mexican and Mexican's attitude in the face of such, articles on the Mexican American during World War II, and descriptions of attempts at organizing as well as of political organizations. Some of the authors and authoring agents are: Monthly Labor Review, Sleepy Lagoon Commission Papers, Alfredo Cuellar, President's Commission on Migratory Labor, Journal of Current Social Issues.

SCDC SPANISH CURRICULA UNITS. Developed in the Spanish Curricula Development Center (Miami Beach, Florida) by the multiethnic staff. Available from the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. c 1973. 1974, 1975. The multimedia units include readers, cassettes, puppets, teacher guides, supplements and ditto packets. Units 1 and 2, $85.15 each; Units 3 - 5 $123.30. Spanish and English (Bilingual): Primary.

Descriptive brochure on this bilingual curriculum and detailed price lists available from the publisher.

A complete, nationally field tested curriculum created to support Spanish-English bilingual, bicultural programs in the primary grades. The teacher guides are available in three versions: Southwest, Northeast, and Multiethnic editions. Complete curriculum is composed of five areas of instruction:

Language Arts (Spanish)
Social Science
Science and Math
Fine Arts
Spanish as a Second Language

Each area of instruction implements the underlying thematic structure stemming from the Social Science Strand with themes overlapping each unit. The themes for each unit are:

(Grade 1) Unit 1: The classroom
Unit 2: The family
Unit 3: The school

(Grade 2) Unit 4: The neighborhood
Unit 5: The school as a community
Unit 6: The neighborhood as a community

(Grade 3) Unit 7: The extended community
Unit 8: Communities in the nation
Unit 9: The nation as a community
Unit 10: Communities around the world

The curriculum units, criterion-referenced achievement tests, individualized review kits, and teacher-orientation kits will be available at intervals designed to assure continuity of instruction through the third grade of Spanish-English bilingual programs. Units 1 through 5 available as of September, 1975; Unit 6 available December, 1976.

VIETNAMESE MATERIALS. Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. Price information given below for each title.

A DIRECTORY OF PERSONNEL RESOURCES FOR THE EDUCATION OF VIETNAMESE REFUGEES. ($1.00) A list of both Vietnamese and American educators with special expertise in teaching "content" subjects in Vietnamese or English as a second language.

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SPANISH-ENGLISH SUGGESTED MATERIALS LIST

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	Dias de Sol	
	Classroom Kit Complete, 1974, (Bishop)	
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	30 Wkbs, 1 Preparation Manual,	3.00
	1 TG, 2 sets Flash cards	2.00
	Extra Readers, Dias de Sol	15.00
	Extra Wkbks	25.00
	Extra prep Manual	20.00
	Extra Cards, Large set	5.00
	Extra Cards, small set	
	Extra TG	
	Cielo Azul Kits	
	Inc. 30 readers, 1 prep Manual, 1974, (Bishop)	198.00
	1 TG, 1 set Flash Cards	
	Extra Cielo Azul Readers	6.00
	Extra lesson prep Manuals	15.00
	Extra TG	5.00
	Extra Flash Cards	22.50
	Granitos de Arena	
	Classroom Kit, 20 readers, 1974, (Bishop)	
	1 Teachers guide and 1 set of	
	vocabulary flash cards	118.00
	Extra Granitos de Arena readers	4.90
	Granitos de Arena teachers guide	5.00
	Granitos de Arena flash Cards	20.00
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